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RECRUITING TRENDS 1989-90

A Study of 479 Businesses, Industries, Governmental Agencies, and Educational Institutions Employing New College Graduates

By

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ACKNOWLEDGMENTS

To the many employers who so graciously accepted the extra burden of this Recruiting Trends survey, a special thanks is extended. It is recognized that collecting and recording data for this questionnaire is difficult for those who already have heavy work schedules. Because of the generous time, energy, and efforts expended by these employers, this very important job market trends analysis is available to high school and college students, counselors, career advisors, and college faculty.

Appreciation is extended to Mr. Jack Shingleton, Director Emeritus of Placement Services at Michigan State University for his assistance with the original development of this survey and for his review of questions for this year's survey.

The staff of Career Development and Placement Services at Michigan State University offered many valuable services. For editing of the final report, Dr. Sarah Fryer's contributions were invaluable. For his computer competencies, questionnaire design, and statistical analysis capabilities, Dr. Phil Gardner's assistance was essential. Helping with questions for this year's survey were Mr. Tom Luten, Director; Mr. Ed Fitzpatrick; Mr. Tony Rogalski; Ms. Vernicka Tyson; Dr. Lisa Thomas; Mr. Bob Watts; Mr. Billy Dexter; Ms. Jane Miller; and Ms. Cindy Anderson. For all their efforts, a wish of thanks is extended.

Very important toward production of this final report were the computer programming and statistical analysis skills of Sue-Wen Lean, a graduate research assistant. Moreover, this report could not have been completed without support of my clerical staff. Phyllis Montague supervised the clerical staff who kept mailings flowing throughout the project, assisted with collection of data, and helped with preparation of the final report: Sarah Colavincenzo, Beth Owen, Derek Frederickson, Donna Redd, Steve Usiak, Lisa Worgul, Chris Griggs, and Andrew Chiplock. To all who participated in the compilation of this report, please accept a special thanks.

Recognizing that it is impossible to mention everyone who contributed to this effort, acknowledgment is hereby given to those who were inadvertently overlooked. Thank you!

L. Patrick Scheetz, Ph.D.

Copyright: December 11, 1989
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Price: $25.00

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Summary of

RECRUITING TRENDS 1989-90

A Study of 479 Businesses, Industries, Governmental Agencies, and Educational Institutions Employing New College Graduates

This is a summary of the nineteenth annual Recruiting Trends survey completed by the Collegiate Employment Research Institute for Career Development and Placement Services at Michigan State University. For this 1989-90 survey, 5,374 employers were included who represented (1) members of the College Placement Council or a regional placement association, (2) employers registered with Career Development and Placement Services at Michigan State University, and (3) employers randomly selected from a list of small businesses in the Standard and Poor's Register. Surveys were initially mailed third-class to employers between September 15 and 30, 1989, with follow-up reminder notices mailed first-class on October 16-19, 1989. On November 15, 1989, a final reminder notice was mailed to selected major employers of new college graduates.

Responses were received from 494 organizations (9.0%), and 479 of these were complete enough for statistical analysis purposes. This sample adequately reflects the expectations of organizations recruiting on college and university campuses in 1989-90.

Additional attention was given to employer size and geographical locations of employment opportunities. Survey results reflect this mix of employer categories and also include information regarding anticipated changes in hiring trends for new college graduates, expected starting salaries, campus recruiting activities, new recruitment techniques, and other topics of interest to personnel administrators, placement officers, career counselors, faculty, and students.

Open-ended questions were included for the first time in recent years, so surveyed employers could provide lists of their favorite interviewing questions, factors influencing the job market this year, tips for new graduates about interviewing, and persistent problems when recruiting. Special questionnaires were also designed for business and industry, government agencies, and school districts.

Of this year's respondents, 74.3% were businesses, industries, manufacturing organizations, and service sector employers; 6.3% were local, state, and federal government agencies and the military services; and 19.4% were elementary and secondary school districts. (Page 1)

Organizations with 10,000 or more employees represented 16.1% of the respondents; those with 5,000 to 9,999 employees were 8.1% of the respondents; and organizations with 1,000 to 4,999 employees represented 20.7% of the respondents. Organizations with 500 to 999 employees were represented by 12.1% of the respondents, those with 100 to 499 employees by 25.7% of the respondents, and those with 1 to 99 employees by 17.3% of the respondents. This distribution reflects the diversity of employers included in this survey. (Page 1)

Job Outlook for the Class of 1989-90

A more competitive, tighter job market is expected in 1989-90 for placement of new college graduates. Restructuring among employers, general economic conditions, limited growth in new business, and slow turnover of current employees will restrict their hiring quotas this year. (Pages 14-15, 62-63)

A decrease of 13.3% is expected when compared to last year's hiring of new college graduates. Last year, hiring of new college graduates among surveyed employers totaled 96,420. This year, hiring quotas for surveyed employers are expected to total 83,623 for all new college graduates. (Pages 2, 9-10, 56-57)

Hiring Quotas for This Year (1989-90)

Although the anticipated overall decrease in hiring this year is substantial, the job market will vary considerably for different employer categories. Some employers will experience large increases in hiring. Examples of increases include public utilities (29.4%); metals and metal products (24.2%); petroleum and allied products (22.1%); construction and building materials manufacturing (19.3%); printing, publishing, and informational services (13.7%); food and beverage processing (10.4%); agribusiness (8.4%); service and volunteer organizations (8.3%); and hotels, motels, restaurants, and recreational facilities (5.7%). (Pages 14-15, 56-58)

Some employer categories will remain rather consistent with last year's patterns. These include merchandising and related services including retailing (4.8%); chemicals, drugs, and allied products (2.7%); hospitals and health services (1.8%); glass, packaging, and allied products (1.8%); and accounting (1.1%). (Page 2).

Some, however, will experience decreases in hiring, which in turn will reduce the overall hiring for new college graduates this year in comparison with last year. Decreases in hiring quotas are anticipated for banking, finance, and insurance (-2.1%); elementary and secondary school systems (-2.5%); communication-- radio, TV, and newspapers (-5.1%); diversified conglomerates (-13.7%); the military (-16.8%); aerospace and components (-20.0%); governmental administration (-20.9%); electronics and electrical equipment (-24.5%); and automotive and mechanical equipment (-58.0%). (Page 2).

Starting Salary Averages

The average annual starting salary expected for bachelor's degree graduates in 1989-90 is $25,256, an increase of $817 (3.3%) over last year's starting salary average of $24,539, among surveyed employers. Expected starting salary offers for advanced degree graduates include: $39,840 for MBA graduates, a 3.1% increase; $33,740 for master's degree graduates, a 3.3% increase; and $37,111 for doctoral degree graduates, a 2.4% increase. (Page 16, 18, 20).

Highest among starting salaries expected this year for new college graduates are chemical engineering ($33,380); mechanical engineering ($32,256); electrical engineering ($32,107); computer science ($31,389); and industrial engineering ($30,557). (Page 20).

Estimated starting salary offers for other academic majors are: physics ($28,777); civil engineering ($27,707); nursing ($27,358); accounting ($27,051); chemistry ($25,938); mathematics ($24,968); financial administration ($24,359); marketing/sales ($24,100); geology ($24,080); agriculture ($22,802); general business administration ($21,845); social science ($21,310); personnel administration ($21,033); telecommunications ($20,880); communications ($20,735); education ($20,650); hotel, restaurant, and institutional management ($20,553); liberal arts/arts and letters ($20,244); advertising ($19,662); retailing ($18,909); natural resources ($18,840); journalism ($18,255); and human ecology/home economics ($18,157). (Page 20).

Job Opportunities by Geographical Region

Based on the experience and judgement of surveyed employers, the greatest availability of employment opportunities for new college graduates this year will be in the southwestern, northeastern, southeastern, and northcentral regions of the United States. Good availability of jobs is expected in the southcentral and northwestern regions of the United States. (Page 51).

Overseas/International Employment Opportunities

According to business, industry, and government employers responding to this survey, approximately 9.9% of current salaried employees (excluding clerical staff) are in overseas locations. (Page 5)

Employer categories with the highest percentages of salaried employees in overseas locations are accounting (40.3%); petroleum and allied products (24.9%); diversified conglomerates (23.9%); printing, publishing, and informational services (20.1%); aerospace and components (17.1%); electronics and electrical equipment (15.2%); metals and metal products (13.5%); and governmental administration (10.8%). (Page 5)

Percentage of Minorities Hired by Employers

Of new college graduates hired by surveyed employers, 9.6% were minorities. The employer categories with the highest percentages of minorities among new hires last year were service and volunteer organizations (25.0%); chemicals, drugs, and allied products (19.3%); merchandising and related services including retailing (18.3%); petroleum and allied products (17.3%); hospitals and health services (17.2%); banking, finance, and insurance (15.7%); hotels, motels, restaurants, and recreational facilities (14.4%); aerospace and components (14.0%); food and beverage processing (13.7%); public utilities (13.5%); construction and building materials manufacturing (11.2%); communication-- radio, TV, and newspapers (10.2%); agribusiness (9.6%); metals and metal products (9.2%); accounting (8.8%); and governmental administration (8.1%). (Pages 11-12)

Percentage of Women Hired by Employers

Employer categories hiring the highest percentage of women last year were hospitals and health services (66.6%); elementary and secondary school districts (63.9%); service and volunteer organizations (58.3%); construction and building materials manufacturing (51.6%); merchandising and related services including retailing (51.0%); hotels, motels, restaurants, and recreational facilities (46.9%); banking, finance, and insurance (45.9%); food and beverage processing (40.8%); accounting (39.4%); chemicals, drugs, and allied products (39.4%); petroleum and allied products (28.8%); glass, packaging, and allied products (26.9%); public utilities (25.5%); agribusiness (24.1%); aerospace and components (22.2%); metals and metal products (20.1%); and governmental administration (19.1%). (Pages 11-12)

Starting Salary Averages By Employer Group

Employer categories with the greatest average starting salaries expected this year were petroleum and allied products ($31,500); chemicals, drugs, and allied products ($31,474); aerospace and components ($30,141); electronics and electrical equipment ($29,800); automotive and mechanical equipment ($29,163); metals and metal products ($28,175); and public utilities ($28,049). (Page 16).

Average annual starting salaries for other employer categories included communication--radio, TV, and newspapers ($27,700); glass, packaging, and allied products ($26,893); food and beverage processing ($26,249); construction and building materials manufacturing ($26,206); the military ($25,173); printing, publishing, and informational services ($24,959); accounting ($24,530); agribusiness ($23,610); diversified conglomerates ($23,440); banking, finance, and insurance ($23,256); governmental administration ($23,088); hospitals and health services ($21,000); hotels, motels, restaurants, and recreational facilities ($20,697); elementary and secondary school districts ($20,560); merchandising and related services including retailing ($20,412); and service and volunteer organizations ($15,720). (Page 16, 64).

The employer categories expecting the greatest percentage of increase in starting salaries from last year (1988-89) to this year (1989-90) were service and volunteer organizations (19.8%); chemicals, drugs, and allied products (6.2%); printing, publishing, and informational services (6.2%); elementary and secondary school districts (5.8%); electronics and electrical equipment (5.5%); automotive and mechanical equipment (5.2%); governmental administration (4.8%); the military (4.8%); and banking, finance, and insurance (4.1%). (Page 16, 64).

Starting Salaries Influenced by Size and Geographical Location of Organization

The average annual starting salary for a new bachelor's degree graduate is greatly influenced by size of the employing organization. The highest average starting salaries are expected this year for organizations employing 10,000 or more employees ($27,094), and the lowest average starting salaries are expected from organizations

with 1-99 employees ($21,675). Employers with 1,000 to 4,999 employees expect starting salaries to average $26,502; those with 5,000 to 9,999 expect $25,628; organizations with 500 to 999 employees are expecting $25,725; and employers with 100 to 499 salaried staff are expecting $25,603. The largest increases in starting salaries are expected from employers with 5,000 to 9,999 employees (4.1%). An average of 3.3% is expected for starting salary increases. (Page 17)

Starting salaries are also influenced by the geographical regions where new graduates are employed. The highest starting salaries for 1989-90 are expected from the southwestern region ($27,230), the southcentral region ($27,089), and northeastern region ($26,363), and the lowest salaries are expected from the southeastern region ($24,693), the northcentral region ($24,695), and the northwestern region ($24,810). (Page 17)

Starting Salary Increases Expected for Each Academic Major

Starting salary offers for new bachelor's degree graduates are expected to increase by an average of 3.3% for 1989-90, slightly higher than last year's increase of 3.0%. Starting salary increases for women graduates, minority graduates, and master's degree graduates are also expected to average 3.3%. For MBA graduates, an increase of 3.1% is expected. Doctoral degree graduates can expect an increase of 2.4%. Anticipated increases for each academic major at the bachelor's degree are provided. (Page 18, 19)

Campus Recruitment Visits by Employers

Employers responding to this year's survey are expecting a very slight increase in number of campuses visited (0.7%). Last year, campus visits were expected to increase by 3.6%. The greatest increases in campus visits are expected from agribusiness (18.2%); hotels, motels, restaurants, and recreational facilities (13.7%); diversified conglomerate (13.3%); and metals and metal products (11.6%). Percentage change in the number of campus visits expected by each employer category are provided. (Page 21)

Employer Interviewing Schedules on College Campuses

According to surveyed employers, 5.3% more interviewing schedules will be arranged this year on college and university campuses. The greatest increases in interviewing schedules are expected for diversified conglomerates (42.0%); hotels, motels, restaurants, and recreational facilities (34.3%); merchandising and related services including retailing (29.4%); the military (22.1%); metals and metal products (19.8%); food and beverage processing (19.7%); automotive and mechanical equipment (14.0%); petroleum and allied products (11.5%); and agribusiness (11.1%). (Page 23)

Closed Interviewing Schedules Requested by Employers

Closed interviewing schedules are increasing in popularity, according to surveyed employers. This year, an increase of 19.9% is expected among organizations interviewing on college campuses. (Page 24)

Those organizations expecting substantial increases in closed interview schedules include aerospace and components (80.5%); merchandising and related services including retailing (66.5%); agribusiness (47.1%); automotive and mechanical equipment (33.4%); chemicals, drugs, and allied products (31.6%); food and beverage processing (28.0%); public utilities (28.0%); printing, publishing, and informational services (25.0%); and construction and building materials manufacturing (18.8%). (Page 24)

Graduating Students and Employers Reneging on Job Offers

According to surveyed employers, a total of 1,159 graduating students reneged on job offers last year. This is a matter of major concern among prospective employers. However, graduating students have a concern of their own. Surveyed employers reported 373 cases of their organizations reneging on job offers already extended to graduating students. (Page 25)

The largest numbers of reneges by graduating students were reported for governmental administration (302); and electronics and electrical equipment (138). More conservative totals were reported by food and beverage processing (93); accounting (87); construction and building materials manufacturing (84); banking, finance, and insurance (81); hotels, motels, restaurants, and recreational facilities (63); and printing, publishing, and informational services (60). (Page 25)

Master's Degrees Obtained After Initial Employment

Within five years after joining an organization, 10.8% of new college graduates hired with only bachelor's degrees will probably obtain master's degrees, according to surveyed employers. (Page 26)

Employer categories reporting the highest percentages of new graduates obtaining master's degrees were aerospace and components (33.9%); food and beverage processing (22.2%); communication-- radio, TV, and newspapers (21.7%); automotive and mechanical equipment (17.4%); printing, publishing, and informational services (17.2%); electronics and electrical equipment (15.7%); banking, finance, and insurance (15.4%); diversified conglomerates (15.0%); chemicals, drugs, and allied products (14.2%); and glass, packaging, and allied products (11.4%). (Page 26)

Interviewing Questions Used by Employers

When interviewing new college graduates for employment, prospective employers often have their best, favorite, or most often used questions. Most graciously, employers responding to this survey shared some of their favorites. A few of the best are listed below, but a more complete list is provided on pages 27-30 of this report from business, industry, and government employers and on pages 69-71 from elementary and secondary school systems. (Pages 27-30, 69-71).

Sample Questions: Please tell me about yourself. How would you handle rejection? Who or what had the greatest influence on your life? What are some of the greatest personal challenges you have faced during your lifetime, and what did you do about them? (Page 27).

What skills and abilities do you possess that will help make you successful in today's work world? Please discuss some of your past leadership roles and accomplishments. Why should our organization hire you? What are some of your major strengths and weaknesses? What personal factors do you consider most important when evaluating yourself? (Page 27).

Please tell me about your communication skills and your problem-solving abilities. How would your friends describe you? What motivates you to put forth your greatest effort? If you could create the perfect job for yourself, what would it be? (Page 27).

Other topics often covered by employers when interviewing included career goals and objectives, extra-curricular experiences, academic achievement, work experiences, and hypothetical questions. (Pages 27-30, 69-71).

Interviewing Tips from Prospective Employers

Prior to interviewing with prospective employers, it was recommended by surveyed employers that graduating students: (1) identify strengths and weaknesses and be well-prepared to discuss them; (2) have well-defined career objectives in mind and be ready to express them; (3) dress approriately for the interview to make a positive first impression; (4) prepare questions for the interviewer; (5) begin job campaigning early; (6) be confident, energetic, honest, and enthusiastic; (7) research employers and become knowledgeable about them; (8) practice interviewing; (9) communicate effectively during the interview; and (10) maintain a positive approach. Additional suggestions are contained on pages 31-34 from business, industry, and government employers, and on pages 72-73 from school district representatives. (Pages 31-34, 72-73).

Factors Influencing This Year's Job Market

According to surveyed employers, general economic conditions will have a significant influence on job opportunities available to new college graduates this year. Economic conditions will affect company sales, current employee turnover, business growth, demand for company loans, and organizational expansion. In turn, all these factors will influence the need for replacement personnel, additional new employees, and new college graduates. (Pages 14-15, 62-63)

Interest rates are expected to negatively influence the job market this year, and overall growth in the economy is expected to remain somewhat flat, with an accompanying lower turnover of current employees and moderate growth in the marketplace. This year's market is expected to be more competitive than last year's.

Turnover of current employees and retirements of senior executives was also expected to be a significant factor this year. Among responding employers, eight (8) noted increases in turnover, while one (1) indicated turnover was lower than usual this year. Two (2) employers suggested that only replacements for losses of current salaried employees would be hired this year.

Demand for specialization will continue to dominate the hiring of new college graduates in some organizations this year. Most notable among the academic majors in highest demand were employer requests for engineers, accountants, and management information systems graduates. According to surveyed employers, the availability of new college graduates in these fields is dwindling, and in one case the term "scarce" was used to describe the availability of graduates in an appropriate discipline.

Encouragement continued among surveyed employers for colleges and universities to promote internships, and cooperative education experiences. Employers continue to request actual on-the-job work experiences from new college graduates, and individuals with these experiences are granted more job opportunities and better starting salaries, according to surveyed employers.

Sales and marketing skills are needed by many employers of new college graduates. According to the surveyed employers, entry level positions in many organizations require these particular skills and abilities.

Excellent grade point averages continue as a factor influencing the hiring of new college graduates again this year. Employers maintain that grade point averages are one of the only indicators of the quality of an individual's academic achievement.

Advanced degrees (Master's and Ph.D.) are needed by selected employers. Among surveyed employers, demand for graduates with advanced degrees in engineering and the sciences continues at a brisk pace.

Mergers, acquisitions, and buyouts are a factor of the job market again this year. It seems that new company ownership translates into subsequent new priorities, and personnel managers are initially stymied in their recruitment efforts as new managers descend upon an organization. The net result is a demand for fewer new college graduates during the period of transition.

Reduction in staffing needs, downsizing, and increased global competition are causing a tighter job market this year. In fact, the business climate in several industries--most notably the automotive, computer, semi-conductor, government, and defense industries--are likely to be much softer than they were even a year ago. Employers in these industries are reporting few requirements for new college graduates this year. A total of sixteen (16) employers commented on slower business conditions this year. One organization indicated a hiring freeze in effect right now, and this organization will only be hiring for positions left vacant by retirees leaving key positions.

One surveyed employer commented on a trend in recruitment efforts that is probably characteristic of many organizations. This employer representative is focusing more intense recruitment efforts on a smaller number of targeted schools. Very large employers in particular are tending to visit fewer campuses for recruiting and expend greater effort at selected universities.

Recruitment of Handicappers

Among surveyed employers, handicappers are always (66%) or almost always (21%) expected to apply through regular interviewing and hiring procedures. Handicappers are almost always hired if they are the most qualified applicants. Special efforts are always (20%) or almost always (26%) made to find appropriate assignments for handicappers. Pages 35-36, 74)

Employer categories hiring the most handicappers last year (1988-89) were governmental administration (2,248); aerospace and components (143); electronics and electrical equipment (92); hotels, motels, restaurants, and recreational facilities (387); and banking, finance, and insurance (51). A total of 3,028 handicappers were hired by surveyed employers.

For this year (1989-90), governmental administration (2,499); hotels, motels, restaurants, and recreational facilities (376); aerospace and components (73); banking, finance, and insurance (50); public utilities (27); and military services (20) are expecting to hire the most handicappers. This year, surveyed employers expect to hire a total of 3,096 handicappers.

Liberal Arts Hiring Trends

Individuals or groups may formally or informally encourage or discourage the hiring of liberal arts graduates for appropriate entry-level positions available in organizations. During the past five years (since 1985-86), those individuals and groups who consistently encouraged the hiring of liberal arts graduates for appropriate entry-level positions have included liberal arts faculty of colleges and universities, liberal arts graduates already working for the organization, and placement staff and administrators of colleges and universities. Somewhat encouraging were human resources executives, chief executive officers, and campus recruiters. Neither encouraging nor discouraging were current employees of the organization, marketing and sales executives, middle level managers, managers of entry-level personnel, chief financial officers, or manufacturing executives. (Page 37)

Recruiter Training Programs

Training new recruiters before they visit college and/or university campuses for interviewing is a major responsibility of employing orgainizations. Of surveyed employers, 78% indicated that recruiters were trained before visiting colleges and universities. (Page 38).

The training programs used most often by surveyed employers when training new recruiters before they visit colleges and universities provide an understanding of legal and illegal interviewing questions, an explanation of EEO regulations, and some instruction in questioning techniques for conducting an interview. (Page 39).

Less frequently, training focuses on development of profiles for a qualified applicant, an understanding of hiring quotas, resume and application interpretation, on-the-job training with another recruiter, practice interviewing, general training given by college relations staff, review of supply/demand and job market trends data, and sensitivity training. (Page 39).

According to surveyed employers, an average of 39 hours of training are provided to new recruiters before they are allowed to interview on college campuses. Employer categories providing the greatest number of hours of training to new recruiters were the military (520); hotels, motels, restaurants, and recreational facilities (170); and construction and building materials manufacturing (93). (Page 40).

Training of New Employees

New college hires receive an average of 14.6 hours of training per week (excluding on-the-job training) during the initial six (6) months with an organization, according to surveyed employers. (Pages 38-40, 75-76)

The employer categories providing the most hours of training per week were hotels, motels, restaurants, and recreational facilities (26.5); and aerospace and components (20.8); governmental administration (19.5); metals and metal products (18.4); public utilities (15.5); banking, finance, and insurance (15.4); chemicals, drugs, and allied products (15.4); merchandising and related services including retailing (15.3); automotive and mechanical equipment (14.7); construction and building materials manufacturing (14.6); and accounting (14.3). (Pages 38-40, 75-76)

Preemployment Costs Per Hire

The approximate preemployment cost per hire for new college graduates is $2,949, according to surveyed employers. Included in this total are recruitment costs such as college relations staff salaries, travel expenses, postage, advertising, and other related expenses. Excluded are any training or other expenses incurred once a new college graduate is on the payroll of an organization. (Page 42)

The employer categories with the highest costs per hire were petroleum and allied products ($8,750); governmental administration ($4,450); chemicals, drugs, and allied products ($4,273); and the military ($4,000). (Page 42)

Reporting costs per hire of $2,000 to $4,000 were electronics and electrical equipment ($3,521); food and beverage processing ($3,433); construction and building materials manufacturing ($3,417); diversified conglomerates ($3,267); aerospace and components ($3,020); accounting ($3,000); public utilities ($2,889); glass, packaging, and allied products ($2,750); automotive and mechanical equipment ($2,677); banking, finance, and insurance ($2,502); hotels, motels, restaurants, and recreational facilities ($2,500); printing, publishing, and informational services ($2,333); and metals and metal products ($2,000). (Page 42)

Most Important Factors When Hiring New College Graduates

Most important when considering new college graduates for entry-level positions available in organizations are coursework in business, finance, and accounting; computer science and mathematics; and engineering, according to surveyed employers. (Page 43)

Of medium importance are coursework in marketing, sales, and business methods; research methods and statistical analysis; natural sciences, chemistry, and physics; and psychology and industrial relations. (Page 43)

Among skills and abilities considered by surveyed employers, verbal communication (public speaking, persuasion, negotiation) and interpersonal relations (supervision, coordination, decision-making) skills were rated as extremely high in importance. (Page 44)

A rating of high importance was received by creativity, design, invention, planning, imagination; and writing, editing, spelling, punctuation, and grammar. Rated most important among undergraduate performance factors and experiences were work experiences in business, internships, academic record of achievement, leadership in student organizations, volunteer work experiences, and community activities. (Page 44)

Getting the Best Advice about Potential Career Opportunities

According to surveyed employers, the most highly recommended source of advice about potential career opportunities is current employees of an organization. Almost always offering good advice were career planning and placement office staffs. Also suggested were other formal groups (personnel administrators, chief executive officers, alumni, etc.) within employing organizations. (Pages 46, 78)

Factors Influencing the Job Market During the Next Five Years

When commenting on factors influencing qualifications needed in new college graduates during the next five years, surveyed employers suggested more technical training to make new college graduates more computer literate. Computers, computerization, computer skills, computer literacy, were terms repeated again and again by employers. As one employer described this situation, everyone needs keyboarding skills and knowledge of computers in today's employment market. All college graduates need to be computer literate. It is the opinion of employers that organizations can no longer spend time training college graduates in computer skills. These individuals must be able to step in and handle the computer themselves with little or no supervision. In order to work more efficiently, new college graduates must perform their own typing, word processing, and electronic mail tasks without secretarial assistance. Thus, prospective employers are placing an increased emphasis on computer literacy and computer skills when recruiting new college graduates. (Pages 47-48, 79-80)

Second on the employers' lists of needs was excellent oral and written communication skills. New college graduates must possess these skills for effective job performance. Following closely on the heels of these skills is the need for outstanding interpersonal skills, necessary for maximum job performance. Demand for more decision-making, problem-solving, flexibility, adaptability, and acceptance of new work challenges among new college graduates was also noteworthy. Continuing the list were strong leadership skills, a strong motivation toward service, and a good business understanding.

Even some entrepreneurial spirit was recommended. In the view of one employer, young people in college today should begin to realize that there is no such thing anymore as security in one company or corporation for a lifetime. Individuals should look after themselves and provide for their own wants and needs. This will lead to all employees becoming more entrepreneurial in their thinking.

Foreign language proficiencies were recommended by employers, since many organizations are considering new markets in overseas locations. More international involvement among employers is placing a greater emphasis on foreign language competencies. Increasingly, an international flavor can be expected on the marketplace.

Internships, cooperative education experiences, and other on-the-job practical training programs were emphasized as important qualifications among new college graduates. According to surveyed employers, candidates must take advantage of internship and coop programs to gain experiences in the business world. Graduate students with more practical training will be expected as employers want increased exposure to industry prior to graduation for new hires. The job applicant pool will continue to separate based on achievements in job-related experiences versus classroom experiences. People having work experiences will have a much higher demand in the job markets of the future.

More competition among employers was highlighted by respondents. According to these employers, graduating students who are more competitive, have a broader range in their academic backgrounds, have a greater sensitivity to different cultures, understand various ethnic groups, have an ability to make decisions, can cope with change, and function as a team player are more likely to succeed in today's world.

More intense competition is expected for the best positions. At the same time, the supply of qualified candidates will begin to decline, so competition for the top graduating students will continue to increase.

Employers will place a greater emphasis on high potential candidates who demonstrate an ability to advance quickly--at least into middle levels of management and, hopefully, into senior management levels. Factors influencing this decision will include more competition among surviving industries and a greater loss of existing managers due to pending retirements.

Geographical mobility among graduating students is also desired by prospective employers. According to employers, individuals willing to relocate will be offered more advancement opportunities and job options.

Other trends influencing future job markets for new college graduates include the following: Fewer new college graduates in engineering and sciences; a declining college age population; fewer math majors; colleges attempting to keep pace with changes in technology; more stringent grade point average guidelines; requirements for particular curriculum taken during college; and requirements for internship experiences.

Most Persistent Problems When Recruiting New College Graduates

When listing persistent problems faced by recruiters interviewing on college campuses, surveyed employers suggested some improvements needed in placement offices. First on their list of recommendations was a better knowledge among placement personnel regarding employment opportunities available in their organizations. In the opinions of surveyed employers, placement offices lack understanding of business in the real world, and their graduating students are also poorly informed. A general lack of knowledge about companies recruiting on campus, their jobs, and students' unrealistic expectations were noted as areas that call for improvement in placement offices. (Pages 49-50, 81-83)

Another complaint emanating from employers was inflexibility of some placement offices regarding access to resumes prior to campus interviewing. Prospective employers want to prescreen on college campuses wherever possible. Also helpful to these employers prior to campus visits was knowledge of their interviewing schedules. Evidently some placement offices refuse to inform employers about numbers or qualifications of interview signups.

Placement staffs that train graduating students for job campaigning should be aware that prospective employers want these individuals to have clearer direction in their career aspirations. It is also the opinion of these employers that graduating students lack understanding of the business world.

Name recognition is also a problem for many organizations, especially small companies. These organizations find themselves doing more "selling" than recruiting. Even large organizations, especially those with name changes, have difficulty with name recognition which sometimes leads to low response from new college graduates to interviewing schedules or job listings.

Unrealistic salary expectations are another problem for some new college graduates. It was suggested that graduating students check reputable sources for average starting salaries prior to interviewing or indicating any salary demands.

Another factor influencing starting salaries is lack of prior career-related experiences, which leaves some graduating students with unrealistic or immature views of their job opportunities and knowledge of businesses and how they really work.

Forecasting hiring needs is another problem for prospective employers. Quite often, employers find themselves visiting campus early in their recruitment season with minimal hiring quotas, but later in the year additional hiring quotas may be levied. After employers have completed their interviewing circuits, it is very difficult to refocus messages already left with graduating students. This is especially true when recruiting the very best and brightest of new college graduates, who tend to receive several job offers early in the recruiting season.

Responding to outstanding applicants in a timely fashion is another difficulty. These graduates are sometimes faced with tight deadlines, since many employers are competing for them. Another problem is encouraging the top students with prior internship experiences to interview with other employers, since most top students have accepted positions with their internship hosts.

Attracting top minority and female candidates is another difficulty. Employers are taking extra steps to increase their visibility among these candidates on campuses by becoming involved in numerous pre-recruitment activities and by establishing ties with college placement offices, minority/women organizations, internship coordinators and summer employment offices. As always, prospective employers must exert extra efforts to find excellent people to hire, and then attracting these individuals to their organizations is another problem.

Some surveyed employers identified a lack of skills, prior work experiences, and commitment as negative characteristics of some new college and university graduates. Employers cited poor communication skills, mediocre basics (i.e. reading, writing, mathematics), and marginal interpersonal skills as factors holding back many otherwise promising candidates.

Several employers recommended that graduates should gain experiences through internships and cooperative education assignments to help them apply their textbook knowledge to real business problems. Learning to read financial reports and budgets in real world work situations will help graduates greatly.

Several employers called attention to the acute shortage of nurses and allied health graduates that is expected to continue this year. According to employers, there are just not enough of these graduates for available positions. Shortages also exist among engineering graduates interested in sales positions, minority and women graduates in technical fields, and qualified students interested in public accounting.

Retention and turnover were also noted as persistent problems. In some cases employers do not have enough turnover to allow recruitment to continue. In other organizations, high levels of turnover exist, so constant recruitment is necessary.

Relocation of graduates continues to be a persistent problem for recruiters. Quite often graduating students are unwilling to locate in remote cities. On occasion, remote locations are small rural communities. And mobility among new college graduates is also a problem. To take advantage of promotion possibilities, quite often individuals must be willing to move to a new location.

Convincing graduating students to accept entry level jobs and perform them is a matter of concern to employers. Too often graduates want to be chief executive officers (CEO's) or divisional managers within three to five years, instead of working their way through the ranks.

According to one employer, students want corporate or development jobs, or they are too concerned with the hours they will work. In addition, they establish unrealistic expectations in pay, benefits, and the volume of work they will accomplish. Surveyed employers recommended that graduating students take a longer view of a career opportunity. It is just that--an opportunity.

Lack of enthusiasm, commitment, interest, and focus are other complaints. Too often graduating students expect starting salaries higher than employers offer, and they are impatient to get to the top right now!!! Unclear career goals further complicate this situation, but these graduates still have high salary expectations and specific locational requirements. Eventually these individuals start in less glamorous positions and work their way into management and supervisory assignments over a period of months or years.

Drug, Alcohol, and AIDS Testing

According to employers responding to this survey, required drug testing of new college graduates continues to rise. This year, 47% of surveyed employers are requiring drug testing. This is an increase from 32% in 1988-89, 27% in 1987-88, and 20% in 1986-87. (Pages 52, 85)

Testing for alcohol levels among new college graduates was required by 25% of survey respondents; this is an increase from 14% one year ago, and 9% two years ago. (Pages 52, 85)

AIDS testing of new college graduates was required by 4% of the employers responding to this survey, only a slight increase from 3% in 1988-89 and 2% in 1987-88. (Pages 52, 85)

Which category best describes your organization, and how many SALARIED employees (excluding clerical staff) are on the payroll of your organization? Absolute frequencies are listed for each answer on the first line and percentages of total on the second line. Responses are listed for each EMPLOYER GROUP.

Size of Organization by
Number of Salaried Employees

Employer Categories	Frequency / Percent	1-99	100-499	500-999	1000-4999	5000-9999	10,000+	Total
Businesses		72	90	35	68	25	66	356
		15.03	18.79	7.31	14.20	5.22	13.78	74.32
Government		4	2	3	3	8	10	30
		0.84	0.42	0.63	0.63	1.67	2.09	6.26
Education		7	31	20	28	6	1	93
		1.46	6.47	4.18	5.85	1.25	0.21	19.42
Total		83	123	58	99	39	77	479
		17.33	25.68	12.11	20.67	8.14	16.08	100.00

Observations: Of the 479 employers responding to this year's Recruiting Trends survey, 74.3% were businesses, industries, manufacturing organizations, and service sector employers; 6.3% were local, state, and federal government agencies and the military services; and 19.4% were elementary and secondary school districts.

Organizations with 10,000 or more employees represented 16.1% of the respondents; those with 5,000 to 9,999 employees were 8.1% of the respondents; and organizations with 1,000 to 4,999 employees represented 20.7% of the respondents. Organizations with 500 to 999 employees were represented by 12.1% of the respondents, those with 100 to 499 employees by 25.7% of the respondents, and those with 1 to 99 employees by 17.3% of the respondents.

A varied distribution of employers were represented among the employers returning questionnaires.

How many <u>new college graduates were hired last year</u> (1988-89) for professional positions in your organization, and how many <u>new hires are anticipated this year</u> (1989-90)? Responses are listed by MAJOR EMPLOYER CATEGORY.

	Number of New Hires Last Year			Anticipated New Hires This Year			Change from Last Year
Employer Type	Number of Employers	Total Hired	Average	Number of Employers	Total Hired	Average	Percent
Accounting	13	5,979	460	13	6,019	463	0.7
Aerospace	13	6,341	488	13	5,036	387	-20.6
Agribusiness	12	261	22	12	283	24	8.4
Automotive	27	10,845	402	27	4,557	169	-58.0
Finance	43	3,667	85	43	3,591	84	-2.1
Chemicals	26	12,590	484	26	12,661	487	0.6
Communication	5	909	182	5	863	173	-5.1
Construction	25	430	17	25	513	21	19.3
Conglomerates	6	1,752	292	6	1,512	252	-13.7
Utilities	27	2,380	88	27	3,080	114	29.4
Electronics	30	9,959	332	30	7,517	251	-24.5
Food Processing	11	547	50	11	603	55	10.2
Packaging	10	223	22	10	227	23	1.8
Government	27	19,453	720	27	15,392	570	-20.9
Hospitals	8	326	41	8	332	42	1.8
Hotels Motels	31	2,305	74	31	2,436	79	5.7
Merchandising	21	1,660	79	21	1,739	83	4.8
Metals	12	314	26	12	390	33	24.2
Military	5	1,911	382	5	1,590	318	-16.8
Petroleum	10	2,440	244	10	2,979	298	22.1
Publishing	14	2,939	210	14	3,341	239	13.7
Volunteer Org.	6	12	2	6	13	2	8.3
Schools	89	9,177	103	89	8,949	101	-2.5
Overall Totals	471	96,420	205	471	83,623	178	-13.3

Observations: According to surveyed employers, the job market for new college graduates this year is expected to decrease (-13.3%) when compared to hiring of new college graduates last year.

Employer categories expecting increases in hiring of new college graduates, regardless of the overall market trend, include the following: public utilities (29.4%); metals and metal products (24.2%); petroleum and allied products (22.1%); construction and building materials manufacturing (19.3%); printing, publishing, and informational services (13.7%); food and beverage processing (10.2%); agribusiness (8.4%); service and volunteer organizations (8.3%); hotels, motels, restaurants, and recreational facilities (5.7%); merchandising and related services including retailing (4.8%); hospitals and health services (1.8%); glass, packaging, and allied products (1.8%); accounting (0.7%); and chemicals, drugs, and allied products (0.6%).

Decreases in hiring quotas are anticipated for banking, finance, and insurance (-2.1%); elementary and secondary school systems (-2.5%); communication-- radio, TV, and newspapers (-5.1%); diversified conglomerates (-13.7%); the military (-16.8%); aerospace and components (-20.6%); governmental administration (-20.9%); electronics and electrical equipment (-24.5%); and automotive and mechanical equipment (-58.0%).

RESPONSES RECEIVED FROM BUSINESSES, INDUSTRIES, AND GOVERNMENTAL AGENCIES for 1989-90

Which category best describes your organization, and how many SALARIED employees (excluding clerical staff) are on the payroll of your organization? Absolute frequencies are listed for each answer on the first line and percentages of total on the second line. Responses are listed by EMPLOYER CATEGORY.

Size of Organization by Number of Salaried Employees

Employer Categories

Frequency / Percent	1-99	100-499	500-999	1000-4999	5000-9999	10,000+	Total
Accounting	6	3	0	3	0	1	13
	1.55	0.78	0.00	0.78	0.00	0.26	3.37
Aerospace	0	3	1	2	2	5	13
	0.00	0.78	0.26	0.52	0.52	1.30	3.37
Agribusiness	5	1	0	4	2	0	12
	1.30	0.26	0.00	1.04	0.52	0.00	3.11
Automotive	3	11	3	4	0	6	27
	0.78	2.85	0.78	1.04	0.00	1.55	6.99
Finance	12	9	5	10	5	3	44
	3.11	2.33	1.30	2.59	1.30	0.78	11.40
Chemicals	1	4	4	4	3	10	26
	0.26	1.04	1.04	1.04	0.78	2.59	6.74
Communication	0	1	0	1	2	1	5
	0.00	0.26	0.00	0.26	0.52	0.26	1.30
Construction	7	9	1	4	2	2	25
	1.81	2.33	0.26	1.04	0.52	0.52	6.48
Conglomerates	0	1	0	0	1	4	6
	0.00	0.26	0.00	0.00	0.26	1.04	1.55
Utilities	0	7	7	8	0	5	27
	0.00	1.81	1.81	2.07	0.00	1.30	6.99
Electronics	3	11	1	6	0	9	30
	0.78	2.85	0.26	1.55	0.00	2.33	7.77
Total	76	92	38	71	33	76	386
	19.69	23.83	9.84	18.39	8.55	19.69	100.00

(Continued)

Size of Organization by Number of Salaried Employees

Employer Categories

Frequency / Percent	1-99	100-499	500-999	1000-4999	5000-9999	10,000+	Total
Food Processing	2 0.52	3 0.78	0 0.00	2 0.52	0 0.00	4 1.04	11 2.85
Packaging	4 1.04	3 0.78	0 0.00	2 0.52	0 0.00	1 0.26	10 2.59
Government	4 1.04	2 0.52	3 0.78	3 0.78	8 2.07	10 2.59	30 7.77
Hospitals	3 0.78	2 0.52	1 0.26	1 0.26	0 0.00	1 0.26	8 2.07
Hotels Motels	8 2.07	7 1.81	5 1.30	6 1.55	2 0.52	3 0.78	31 8.03
Merchandising	6 1.55	4 1.04	3 0.78	6 1.55	0 0.00	2 0.52	21 5.44
Metals	0 0.00	3 0.78	3 0.78	3 0.78	3 0.78	0 0.00	12 3.11
Military	1 0.26	1 0.26	0 0.00	0 0.00	1 0.26	2 0.52	5 1.30
Petroleum	2 0.52	0 0.00	0 0.00	1 0.26	1 0.26	6 1.55	10 2.59
Publishing	3 0.78	7 1.81	1 0.26	1 0.26	1 0.26	1 0.26	14 3.63
Volunteer Org.	6 1.55	0 0.00	0 0.00	0 0.00	0 0.00	0 0.00	6 1.55
Total	76 19.69	92 23.83	38 9.84	71 18.39	33 8.55	76 19.69	386 100.00

Observations: Responses to this year's survey were received from 386 employers representing businesses, industries, manufacturing organizations, and service sector employers. Business, industry, and government organizations with 10,000 or more employees represented 19.7% of the respondents; those with 5,000 to 9,999 employees were 8.6% of the respondents; and organizations with 1,000 to 4,999 employees represented 18.4% of the respondents. Organizations with 500 to 999 employees were represented by 9.8% of the respondents, those with 100 to 499 employees by 23.8% of the respondents, and those with 1 to 99 employees by 19.7% of the respondents.

These numbers display the diversity of employers included in the analyses of this survey.

How many SALARIED employees (excluding clerical staff) are currently on the payroll of your organization, and how many are in OVERSEAS LOCATIONS? Responses are listed by EMPLOYER CATEGORY.

	Number of Employees			Number of Employees Overseas		
	Number of Employers	Total Employees	Average	Number of Employers	Total Overseas	Average
Employer Type						
Accounting	13	49,605	3,816	11	20,010	1,819
Aerospace	13	377,655	29,050	12	64,503	5,375
Agribusiness	12	21,907	1,826	9	150	17
Automotive	27	1,259,094	46,633	22	123,587	5,618
Finance	44	124,473	2,829	38	422	11
Chemicals	26	424,015	16,308	20	34,576	1,729
Communication	5	320,268	64,054	3	15,000	5,000
Construction	25	57,851	2,314	20	514	26
Conglomerates	6	73,500	12,250	5	17,550	3,510
Utilities	27	422,440	15,646	23	9,020	392
Electronics	30	781,735	26,058	24	118,514	4,938
Food Processing	11	151,025	13,730	9	1,221	136
Packaging	10	16,834	1,683	6	120	20
Government	30	1,243,483	41,449	25	133,728	5,349
Hospitals	8	67,443	8,430	7	0	0
Hotels Motels	31	165,952	5,353	27	107	4
Merchandising	21	235,362	11,208	18	87	5
Metals	12	32,377	2,698	10	4,377	438
Military	5	88,621	17,724	4	0	0
Petroleum	10	258,862	25,886	6	64,500	10,750
Publishing	14	26,777	1,913	14	5,394	385
Volunteer Org.	6	83	14	6	0	0
Overall Totals	386	6,199,362	16,061	319	613,380	1,923

Observations: According to business, industry, and government employers responding to this survey, approximately 9.9% of current salaried employees (excluding clerical staff) are in overseas locations.

Employer categories with the highest percentages of salaried employees in overseas locations are accounting (40.3%); petroleum and allied products (24.9%); diversified conglomerates (23.9%); printing, publishing, and informational services (20.1%); aerospace and components (17.1%); electronics and electrical equipment (15.2%); metals and metal products (13.5%); and governmental administration (10.8%).

Other organizations with small percentages of salaried employees in overseas locations include automotive and mechanical equipment (9.8%); chemicals, drugs, and allied products (8.2%); communication--radio, TV, and newspapers (4.7%); public utilities (2.1%); construction and building materials manufacturing (0.9%); food and beverage processing (0.8%); glass, packaging, and allied products (0.7%); agribusiness (0.7%); banking, finance, and insurance (0.3%); and hotels, motels, restaurants, and recreational facilities (0.1%).

No salaried employees were reported in overseas locations for other employer categories.

In the last five years, what percentage change has occurred in the number of salaried employees working for your organization, and this year (1989-90), what change is anticipated in the number of salaried employees working for your organization? Responses are listed by EMPLOYER CATEGORY.

	Change in Employees Last 5 Years		Average Change in Employees Last 5 Yrs		Change in Employees Expected This Year	
	Number of Employers	Percent	Number of Employers	Percent	Number of Employers	Percent
Employer Type						
Accounting	12	39.3	12	7.9	12	4.9
Aerospace	11	6.1	11	1.2	12	1.4
Agribusiness	11	2.9	11	0.6	10	2.5
Automotive	25	-2.0	25	-0.4	24	2.9
Finance	40	11.7	40	2.3	41	-1.2
Chemicals	20	5.3	20	1.1	22	5.4
Communication	4	-6.0	4	-1.2	4	-6.5
Construction	24	15.6	24	3.1	24	4.7
Conglomerates	6	0.8	6	0.2	6	-2.3
Utilities	26	16.4	26	3.3	26	1.1
Electronics	23	22.0	23	4.4	26	5.2
Food Processing	10	7.5	10	1.5	9	2.2
Packaging	9	-2.6	9	-0.5	9	0.9
Government	28	8.4	28	1.7	27	1.4
Hospitals	7	15.7	7	3.1	8	3.7
Hotels Motels	31	58.0	31	11.6	30	12.1
Merchandising	19	11.3	19	2.3	20	2.5
Metals	11	5.7	11	1.1	11	1.1
Military	4	-0.2	4	-0.1	4	0.5
Petroleum	7	1.3	7	0.3	7	-1.9
Publishing	13	38.6	13	7.7	13	5.3
Volunteer Org.	6	-6.0	6	-1.2	6	1.7
Overall Totals	347	15.4	347	3.1	351	3.0

Observations: Employers were surveyed on this question since hiring intentions of prospective employers might be influenced by changes in the numbers of salaried employees working for their organizations each year. According to employers responding to this survey, a net increase of 3.0% was experienced in numbers of salaried employees working for their organizations last year. This compares to an increase of 2.2% in 1987-88, 2.3% in 1986-87, and 1.6% in 1985-86.

During the last five years, surveyed employers reported a net increase of 15.4% in the numbers of salaried employees working for their organizations.

For the last five years, those organizations with highest increases were found in the following employment areas: hotels, motels, restaurants, and recreational facilities (58.0%); accounting (39.3%); printing, publishing, and informational services (38.6%); electronics and electrical equipment (22.0%); public utilities (16.4%); hospitals and health services (15.7%); construction and building materials manufacturing (15.6%); banking, finance, and insurance (11.7%); and merchandising and related services including retailing (11.3%).

Experiencing employee growth of less than 10% among surveyed employers were governmental administration (8.4%); food and beverage processing (7.5%); aerospace and components (6.1%); metals and metal products (5.7%); chemicals, drugs, and allied products (5.3%); agribusiness (2.9%); petroleum and allied products (1.3%); and diversified conglomerates (0.8%).

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In the last five years, the following surveyed employer categories experienced decreases in salaried employees working for their organizations: the military (-0.2%); automotive and mechanical equipment (-2.0%); glass, packaging, and allied products (-2.6%); communication-- radio, TV, and newspapers (-6.0%); and service and volunteer organizations (-6.0%).

This year (1989-90), employment areas expecting significant increases in the number of salaried employees are hotels, motels, restaurants, and recreational facilities (12.1%); chemicals, drugs, and allied products (5.4%); printing, publishing, and informational services (5.3%); electronics and electrical equipment (5.2%); accounting (4.9%); and construction and building materials manufacturing (4.7%).

Moderate increases in salaried employees are expected by hospitals and health services (3.7%); automotive and mechanical equipment (2.9%); merchandising and related services including retailing (2.5%); agribusiness (2.5%); food and beverage processing (2.2%); service and volunteer organizations (1.7%); governmental administration (1.4%); aerospace and components (1.4%); public utilities (1.1%); metals and metal products (1.1%); glass, packaging, and allied products (0.9%); and the military (0.5%).

Decreases in salaried employees are expected by banking, finance, and insurance (-1.2%); petroleum and allied products (-1.9%); diversified conglomerates (-2.3%); and communication-- radio, TV, and newspapers (-6.5%).

In the last five years, what percentage change has occurred in the number of salaried employees working for your organization, and this year (1989-90), what change is anticipated in the number of salaried employees working for your organization? Responses are listed by GEOGRAPHICAL REGION.

	Change in Employees Last 5 Years		Average Change in Employees Last 5 Yrs		Change in Employees Expected This Year	
	Number of Employers	Percent	Number of Employers	Percent	Number of Employers	Percent
Geographical Regions						
Northeast	75	11.9	75	2.4	75	1.5
Southeast	35	26.3	35	5.3	36	3.5
Northcentral	181	13.6	181	2.7	183	3.5
Southcentral	26	10.2	26	2.0	27	5.5
Northwest	12	22.4	12	4.5	12	-3.0
Southwest	18	28.3	18	5.7	18	4.3
Overall Totals	347	15.4	347	3.1	351	3.0

Observations: According to surveyed employers, the organizations with the greatest increases in numbers of salaried employees working for their organizations during the last five years were in the southwestern region (28.3%), the southeastern region (26.3%), or the northwestern region (22.4%) of the United States. Moderate increases were experienced by surveyed employers in the northcentral region (13.6%), the northeastern region (11.9%), or the southcentral region (10.2%).

This year, anticipated increases are expected in the southcentral region (5.5%), the southwestern region (4.3%), the southeastern region (3.5%), or the northcentral region (3.5%). An increase of 1.5% is expected by employers in the northeastern region. In the northwestern region, a decrease of salaried employees is expected (-3.0%).

Responses are listed by EMPLOYER SIZE.

	Change in Employees Last 5 Years		Average Change in Employees Last 5 Yrs		Change in Employees Expected This Year	
	Number of Employers	Percent	Number of Employers	Percent	Number of Employers	Percent
Employer Sizes						
1-99	76	24.3	76	4.9	75	4.1
100-499	81	19.4	81	3.9	85	4.7
500-999	37	26.4	37	5.3	36	3.4
1000- 4999	65	8.0	65	1.6	64	2.3
5000- 9999	29	11.8	29	2.4	28	1.9
10,000+	59	1.2	59	0.2	63	0.5
Overall Totals	347	15.4	347	3.1	351	3.0

Observations: According to surveyed employers, the greatest percentages of increase occurred during the last five years in organizations with 500 to 999 employees (26.4%) and in employers with 1 to 99 employees (24.3%). Increases were also experienced by employers with 100 to 499 employees (19.4%); employers with 5,000 to 9,999 employees (11.8%); and organizations with 10,000 or more salaried employees (1.2%).

This year, the greatest increases in salaried employees are expected for employers with 100 to 499 employees (4.7%) and employers with 1 to 99 employees (4.1%). Moderate increases are also expected for employers with 100 to 999 employees (3.4%); employers with 1,000 to 4,999 employees (2.3%); organizations with 5,000 to 9,999 salaried staff (1.9%); and employers with 10,000 or more employees (0.5%).

How many <u>new college graduates were hired last year</u> (1988-89) for professional positions in your organization, and how many <u>new hires are anticipated this year</u> (1989-90)? Responses are listed by EMPLOYER CATEGORY.

	Number of New Hires Last Year			Anticipated New Hires This Year			Change from Last Year
	Number of Employers	Total Hired	Average	Number of Employers	Total Hired	Average	Percent
Employer Type							
Accounting	13	5,979	460	13	6,019	463	0.7
Aerospace	13	6,341	488	13	5,036	387	-20.6
Agribusiness	12	261	22	12	283	24	8.4
Automotive	27	10,845	402	27	4,557	169	-58.0
Finance	43	3,667	85	43	3,591	84	-2.1
Chemicals	26	12,590	484	26	12,661	487	0.6
Communication	5	909	182	5	863	173	-5.1
Construction	25	430	17	25	513	21	19.3
Conglomerates	6	1,752	292	6	1,512	252	-13.7
Utilities	27	2,380	88	27	3,080	114	29.4
Electronics	30	9,959	332	30	7,517	251	-24.5
Food Processing	11	547	50	11	603	55	10.2
Packaging	10	223	22	10	227	23	1.8
Government	27	19,453	720	27	15,392	570	-20.9
Hospitals	8	326	41	8	332	42	1.8
Hotels Motels	31	2,305	74	31	2,436	79	5.7
Merchandising	21	1,660	79	21	1,739	83	4.8
Metals	12	314	26	12	390	33	24.2
Military	5	1,911	382	5	1,590	318	-16.8
Petroleum	10	2,440	244	10	2,979	298	22.1
Publishing	14	2,939	210	14	3,341	239	13.7
Volunteer Org.	6	12	2	6	13	2	8.3
Overall Totals	382	87,243	228	382	74,674	195	-14.4

Observations: According to surveyed employers, the job market for new college graduates seeking careers in business, industry, and government this year is expected to decrease (-14.4%) when compared to hiring of one year ago.

Employer categories expecting increases in hiring of new college graduates, regardless of the overall market trend, include the following: public utilities (29.4%); metals and metal products (24.2%); petroleum and allied products (22.1%); construction and building materials manufacturing (19.3%); printing, publishing, and informational services (13.7%); food and beverage processing (10.2%); agribusiness (8.4%); service and volunteer organizations (8.3%); hotels, motels, restaurants, and recreational facilities (5.7%); merchandising and related services including retailing (4.8%); hospitals and health services (1.8%); glass, packaging, and allied products (1.8%); accounting (0.7%); and chemicals, drugs, and allied products (0.6%).

Decreases in hiring quotas are anticipated for banking, finance, and insurance (-2.1%); elementary and secondary school systems (-2.5%); communication-- radio, TV, and newspapers (-5.1%); diversified conglomerates (-13.7%); the military (-16.8%); aerospace and components (-20.6%); governmental administration (-20.9%); electronics and electrical equipment (-24.5%); and automotive and mechanical equipment (-58.0%).

How many new college graduates were hired last year (1988-89) for professional positions in your organization, and how many new hires are anticipated this year (1989-90)? Responses are listed by GEOGRAPHICAL REGION.

	Number of New Hires Last Year			Anticipated New Hires This Year			Change from Last Year
	Number of Employers	Total Hired	Average	Number of Employers	Total Hired	Average	Percent
Geographical Regions							
Northeast	84	30,539	364	84	28,384	338	-7.1
Southeast	36	5,307	147	36	4,181	116	-21.2
Northcentral	196	35,268	180	196	27,208	139	-22.9
Southcentral	32	11,307	353	32	11,262	352	-0.4
Northwest	12	1,767	147	12	1,129	94	-36.1
Southwest	22	3,055	139	22	2,510	114	-17.8
Overall Totals	382	87,243	228	382	74,674	195	-14.4

Observations: Surveyed employers with 500 to 999 employees (40.0%) and employers with 1 to 99 employees (4.9%) are the only ones reporting anticipated increases in hiring. All other categories are expecting decreases: employers with 100 to 499 employees (-85.7%); employers with 5,000 to 9,999 employees (-19.5%); employers with 10,000 or more employees (-6.7%); and employers with 1,000 to 4,999 employees (-5.5%).

Responses are listed by EMPLOYER SIZE.

	Number of New Hires Last Year			Anticipated New Hires This Year			Change from Last Year
	Number of Employers	Total Hired	Average	Number of Employers	Total Hired	Average	Percent
Employer Size							
1-99	76	309	4	76	324	4	4.9
100-499	92	8,097	88	92	1,156	13	-85.7
500-999	38	693	18	38	970	26	40.0
1000- 4999	68	4,128	61	68	3,902	57	-5.5
5000- 9999	33	6,068	184	33	4,883	148	-19.5
10,000+	75	67,948	906	75	63,439	846	-6.7
Overall Totals	382	87,243	228	382	74,674	195	-14.4

Observations: Surveyed employers in all geographical regions of the country are reporting anticipated decreases in hiring quotas for this year. Some regions are expecting greater decreases than others. When compared to last year's hires, changes in hiring quotas include: the southcentral region (-0.4%), the northeastern region (-7.1%), the southwestern region (-36.1%), the southeastern region (-21.2%), the northcentral region (-22.9%), and the northwestern region (-36.1%).

How many minorities (Black, Hispanic, Native American, or Asian/Pacific Islanders) and women were among new college graduates hired last year (1988-89)? Responses are listed by EMPLOYER CATEGORY.

New College Graduates Hired Last Year	Total Number of New Graduates Hired		New Minority Graduates			New Women Graduates		
	Number of Employers	Total Hired	Number of Employers	Total Hired	Percent	Number of Employers	Total Hired	Percent
Employer Type								
Accounting	13	5,979	13	526	8.8	13	2,358	39.4
Aerospace	13	6,341	13	888	14.0	13	1,406	22.2
Agribusiness	12	261	9	25	9.6	9	63	24.1
Automotive	27	10,845	25	269	2.5	24	484	4.5
Finance	43	3,667	36	575	15.7	37	1,684	45.9
Chemicals	26	12,590	22	2,427	19.3	22	4,964	39.4
Communication	5	909	4	93	10.2	4	160	17.6
Construction	25	430	24	48	11.2	24	222	51.6
Conglomerates	6	1,752	5	64	3.7	5	140	8.0
Utilities	27	2,380	25	322	13.5	25	606	25.5
Electronics	30	9,959	24	231	2.3	25	629	6.3
Food Processing	11	547	9	75	13.7	9	223	40.8
Packaging	10	223	9	18	8.1	9	60	26.9
Government	27	19,453	24	1,582	8.1	22	3,716	19.1
Hospitals	8	326	8	56	17.2	8	217	66.6
Hotels Motels	31	2,305	30	332	14.4	29	1,082	46.9
Merchandising	21	1,660	20	303	18.3	20	846	51.0
Metals	12	314	12	29	9.2	12	63	20.1
Military	5	1,91	4	29	1.5	4	25	1.3
Petroleum	10	2,440	8	422	17.3	8	702	28.8
Publishing	14	2,939	13	38	1.3	14	164	5.6
Volunteer Org.	6	12	4	3	25.0	4	7	58.3
Overall Totals	382	87,243	341	8,355	9.6	340	19,821	22.7

Observations: Employer categories with the highest percentages of minorities among new hires last year were service and volunteer organizations (25.0%); chemicals, drugs, and allied products (19.3%); merchandising and related services including retailing (18.3%); petroleum and allied products (17.3%); hospitals and health services (17.2%); banking, finance, and insurance (15.7%); hotels, motels, restaurants, and recreational facilities (14.4%); aerospace and components (14.0%); food and beverage processing (13.7%); public utilities (13.5%); construction and building materials manufacturing (11.2%); communication-- radio, TV, and newspapers (10.2%); agribusiness (9.6%); metals and metal products (9.2%); accounting (8.8%); and governmental administration (8.1%).

Employer categories hiring the highest percentage of women last year were hospitals and health services (66.6%); service and volunteer organizations (58.3%); construction and building materials manufacturing (51.6%); merchandising and related services including retailing (51.0%); hotels, motels, restaurants, and recreational facilities (46.9%); banking, finance, and insurance (45.9%); food and beverage processing (40.8%); accounting (39.4%); chemicals, drugs, and allied products (39.4%); petroleum and allied products (28.8%); glass, packaging, and allied products (26.9%); public utilities (25.5%); agribusiness (24.1%); aerospace and components (22.2%); metals and metal products (20.1%); and governmental administration (19.1%).

How many minorities (Black, Hispanic, Native American, or Asian/Pacific Islanders) and women were among new college graduates hired last year (1988-89)? Responses are listed by GEOGRAPHICAL REGION.

New College Graduates Hired Last Year	Total Number of New Graduates Hired		New Minority Graduates			New Women Graduates		
	Number of Employers	Total Hired	Number of Employers	Total Hired	Percent	Number of Employers	Total Hired	Percent
Geographical Regions								
Northeast	84	30,539	74	3,755	12.3	75	9,305	30.5
Southeast	36	5,307	32	575	10.8	32	1,549	29.2
Northcentral	196	35,268	181	2,455	7.0	177	6,339	18.0
Southcentral	32	11,307	26	784	6.9	26	1,649	14.6
Northwest	12	1,767	10	207	11.7	11	348	19.7
Southwest	22	3,055	18	579	19.0	19	631	20.7
Overall Totals	382	87,243	341	8,355	9.6	340	19,821	22.7

Observations: Surveyed employers from the northeastern region (30.5%) and the southeastern region (29.2%) hired the highest percentages of women graduates.

Surveyed employers hiring the highest percentage of minorities represented the southwestern region (19.0%), the northeastern region (12.3%), the northwestern region (11.7%), and the southeastern region (10.8%).

Responses are listed by EMPLOYER SIZE.

New College Graduates Hired Last Year	Total Number of New Graduates Hired		New Minority Graduates			New Women Graduates		
	Number of Employers	Total Hired	Number of Employers	Total Hired	Percent	Number of Employers	Total Hired	Percent
Employer Sizes								
1-99	76	309	71	54	17.5	71	106	34.3
100-499	92	8,097	86	162	2.0	86	639	7.9
500-999	38	693	35	100	14.4	35	233	33.6
1000- 4999	68	4,128	62	635	15.4	62	1,492	36.1
5000- 9999	33	6,068	28	1,037	17.1	27	2,184	36.0
10,000+	75	67,948	59	6,367	9.4	59	15,167	22.3
Overall Totals	382	87,243	341	8,355	9.6	340	19,821	22.7

Observations: Employers hiring the highest percentage of women graduates respresented the following employer sizes: 1,000 to 4,999 employees (36.1%), 5,000 to 9,999 employees (36.0%), 1 to 99 employees (34.3%), and 500 to 499 employees (33.6%).

Surveyed employers hiring the highest percentage of minorities represented the following employers sizes: 1 to 99 employees (17.5%), 5,000 to 9,999 employees (17.1%), 1,000 to 4,999 employees (15.4%), and 500 to 999 employees (14.4%).

This year (1989-90), what <u>percentage change in hiring</u> does your organization anticipate for new college graduates? Responses are listed by TYPES OF GRADUATES.

	Anticipated Hiring Change	
Types of Graduates	Number of Employers	Percent
Women Graduates	277	5.8
Minority Graduates	274	8.9
Handicapper Graduates	254	1.6
Master Graduates	236	1.0
MBA Graduates	233	2.0
Doctoral Graduates	222	0.7

Observations: During the 1989-90 recruiting season, surveyed employers expect to hire more minority graduates (8.9%), women graduates (5.8%), and MBA graduates (2.0%). Hiring is expected to increase only slightly for handicapper graduates (1.6%), master's graduates (1.0%), and doctoral degree graduates (0.7%).

This year (1989-90), what factors will significantly influence the hiring of new college graduates in your organization?

Observations: According to surveyed employers, general economic condition will have a significant influence on job opportunities available to new college graduates this year. Economic conditions will affect company sales, current employee turnover, business growth, demand for company loans, and organizational expansion. In turn, all these factors will influence the need for replacement personnel, new employees, and new college graduates.

A total of ten (10) employers commented on general economic conditions this year. Interest rates were suggested as another factor that will negatively influence the market, and overall growth in the economy is expected to remain somewhat flat, with an accompanying lower turnover of current employees and moderate growth in the marketplace. This year's market is expected to be more competitive than last year's.

Business growth and expansion will also substantially influence job opportunities available with several employers (12) responding to this year's survey. An increased thrust into research and development activities was noted by two (2) employers. This will prompt increased hiring at the entry level. Another three (3) employers indicated an expansion in their plant operations and/or startup of new production lines. In the case of another employer, expansion of the sales staff will prompt increased recruitment of general business administration and liberal arts graduates, and increased manufacturing and production will prompt an increase in need for new engineering graduates. Three (3) government contractors noted the potential for new contracts, which will translate into needs for new college graduates, if these employers obtain their contracts. One (1) employer noted an increased growth in the agricultural industry, especially an increase in demand for government loans.

Turnover of current employees and retirements of senior executives was also expected to be a significant factor this year. Among responding employers, eight (8) noted increases in turnover, while one (1) indicated turnover was lower than usual this year for their organization. Two (2) employers suggested that only replacements for losses of current salaried employees would be hired this year.

Demand for specialization will continue to dominate the hiring of new college graduates in some organizations this year. Most notable among the academic majors in highest demand were employer requests for engineers, accountants, and management information systems graduates. According to surveyed employers, the availability of new college graduates in these fields is dwindling, and in one case the term "scarce" was used to describe the current job market for those graduates.

Other special types of personnel needed by prospective employers were individuals with an entrepreneurial spirit, skilled managers with flexibility and adaptability, graduates willing to work in commission-based jobs, individuals with leadership potential, graduates with geographical mobility, and prospects with previous related work experiences.

Encouragement continued among surveyed employers for colleges and universities to promote internships, and cooperative education experiences. Employers continue to request actual on-the-job work experiences from new college graduates, and individuals with these experiences are granted more job opportunities and better starting salaries, according to surveyed employers.

Sales and marketing skills are needed by many employers of new college graduates. According to the surveyed employers, entry level positions in many organizations require these particular skills and abilities.

Excellent grade point averages continued as a factor influencing the hiring of new college graduates again this year. Employers maintain that grade point averages are one of the only indicators of an individual's quality of academic achievement.

Advanced degrees (Master's and Ph.D.) are needed by selected employers. Among these employers, demand for graduates with advanced degrees in engineering and the sciences continues at a brisk pace.

Mergers, acquisitions, and buyouts are a factor of the job market again this year. It seems that new company ownership translates to subsequent new priorities, and personnel managers are initially stymied in their recruitment efforts as new managers descend upon an organization. The net result is a demand for fewer new college graduates during the period of transition.

Reduction in staffing needs, downsizing, and increased global competition are causing a tighter job market this year. In fact, the business climate in several industries--most notably the automotive, computer, semi-conductor, government, and defense industries--are likely to be much softer than they were even a year ago. Employers in these industries are reporting few requirements for new college graduates this year. A total of sixteen (16) employers commented on slower business conditions this year. One organization indicated a hiring freeze in effect right now, and this organization will only be hiring for positions left vacant by retirees leaving key positions.

One surveyed employer commented on a trend in recruitment efforts that is probably characteristic of many organizations. This employer representative is focusing more intense recruitment efforts on a smaller number of targeted schools. Very large employers in particular are tending to visit fewer campuses for recruiting and expend greater effort at selected universities.

What was the average annual starting salary paid by your organization to new bachelor's degree graduates hired last year (1988-1989), and what average annual starting salary do you expect to offer new bachelor's degree graduates hired by your organization this year (1988-1989)? Responses are listed for each EMPLOYER CATEGORY.

	Starting Salary for B.A. Last Year		Starting Salary for B.A. This Year		Change from Last Year
	Number of Employers	Average	Number of Employers	Average	Percent
Employer Type					
Accounting	11	$23,809	10	$24,530	3.0
Aerospace	12	$29,283	11	$30,141	2.9
Agribusiness	10	$22,993	10	$23,610	2.7
Automotive	17	$27,721	19	$29,163	5.2
Finance	36	$22,344	33	$23,256	4.1
Chemicals	16	$29,649	15	$31,474	6.2
Communication	4	$27,575	4	$27,700	0.5
Construction	21	$26,106	19	$26,206	0.4
Conglomerates	5	$22,840	5	$23,440	2.6
Utilities	22	$27,062	23	$28,049	3.6
Electronics	20	$28,245	17	$29,800	5.5
Food Processing	11	$25,353	9	$26,249	3.5
Packaging	8	$26,375	7	$26,893	2.0
Government	26	$22,034	25	$23,088	4.8
Hospitals	7	$20,429	7	$21,000	2.8
Hotels Motels	25	$20,064	25	$20,697	3.2
Merchandising	17	$20,229	17	$20,412	0.9
Metals	11	$27,355	10	$28,175	3.0
Military	4	$24,026	4	$25,173	4.8
Petroleum	4	$31,069	3	$31,500	1.4
Publishing	10	$23,498	10	$24,959	6.2
Volunteer Org.	4	$13,125	5	$15,720	19.8
Overall Totals	301	$24,539	288	$25,356	3.3

Observations: The average annual starting salary expected for bachelor's degree graduates in 1989-90 is $25,256, an increase of $817 (3.3%) over last year's starting salary of $24,539. Employer categories expecting the greatest average starting salaries were petroleum and allied products ($31,500); chemicals, drugs, and allied products ($31,474); aerospace and components ($30,141); electronics and electrical equipment ($29,800); automotive and mechanical equipment ($29,163); metals and metal products ($28,175); and public utilities ($28,049).

Average annual starting salaries for other employer categories included communication-- radio, TV, and newspapers ($27,700); glass, packaging, and allied products ($26,893); food and beverage processing ($26,249); construction and building materials manufacturing ($26,206); the military ($25,173); printing, publishing, and informational services ($24,959); accounting ($24,530); agribusiness ($23,610); diversified conglomerates ($23,440); banking, finance, and insurance ($23,256); governmental administration ($23,088); hospitals and health services ($21,000); hotels, motels, restaurants, and recreational facilities ($20,697); merchandising and related services including retailing ($20,412); and service and volunteer organizations ($15,720).

The employer categories expecting the greatest percentage of increase in starting salaries from last year (1988-89) to this year (1989-90) are service and volunteer organizations (19.8%); chemicals, drugs, and allied products (6.2%); printing, publishing, and informational services (6.2%); electronics and electrical equipment (5.5%); automotive and mechanical equipment (5.2%); governmental administration (4.8%); the military (4.8%); and banking, finance, and insurance (4.1%).

What was the average annual starting salary paid by your organization to new bachelor's degree graduates hired last year (1988-1989), and what average annual starting salary do you expect to offer new bachelor's degree graduates hired by your organization this year (1988-1989)? Responses are listed by EMPLOYER SIZE.

	Starting Salary for B.A. Last Year		Starting Salary for B.A. This Year		Change from Last Year
	Number of Employers	Average	Number of Employers	Average	Percent
Employer Sizes					
1-99	59	$21,650	53	$21,675	0.1
100-499	80	$24,650	74	$25,603	3.9
500-999	31	$25,111	30	$25,725	2.4
1000- 4999	58	$25,518	57	$26,502	3.9
5000- 9999	25	$24,612	25	$25,628	4.1
10,000+	47	$26,151	48	$27,094	3.6
Overall Totals	300	$24,507	287	$25,321	3.3

Observations: The average annual starting salary for a new bachelor's degree graduate is influenced by the size of an organization. The highest starting salaries are expected this year for organizations employing 10,000 or more employees ($27,094), and the lowest is expected from organizations with 1-99 employees ($21,675).

The largest increases in starting salaries are expected from employers with 5,000 to 9,999 employees (4.1%).

Responses are listed by GEOGRAPHICAL REGIONS.

	Starting Salary for B.A. Last Year		Starting Salary for B.A. This Year		Change from Last Year
	Number of Employers	Average	Number of Employers	Average	Percent
Geographical Regions					
Northeast	63	$25,262	59	$26,363	4.4
Southeast	32	$24,068	33	$24,693	2.6
Northcentral	155	$23,939	149	$24,695	3.2
Southcentral	23	$26,124	21	$27,089	3.7
Northwest	11	$24,464	10	$24,810	1.4
Southwest	17	$26,119	16	$27,230	4.3
Overall Totals	301	$24,539	288	$25,356	3.3

Observations: Starting salaries are also influenced by the geographical regions where new graduates are employed. The highest starting salaries for 1989-90 are expected from the southwestern region ($27,230), the southcentral region ($27,089), and the northeastern region ($26,363), and the lowest salaries are expected from the southeastern region ($24,693), the northcentral region ($24,695), and the northwestern region ($24,810).

What percentage change does your organization anticipate in <u>starting salary offers to 1989-90 new college graduates</u> by academic major and degree level? Listed below are anticipated changes in salary offers for various TYPES OF GRADUATES.

	Anticipated Hiring Change	
	Number of Employers	Percent
Types of Graduates		
Women Graduates	193	3.3
Minority Graduates	187	3.3
Handicapper Graduates	173	2.8
Master Graduates	151	3.3
MBA Graduates	147	3.1
Doctoral Graduates	135	2.4

Observations: The average starting salary increase expected this year for women graduates, minority graduates, and master's degree graduates is 3.3%. For MBA graduates, an increase of 3.1% is expected. Increases are also expected for handicappers (2.8%) and doctoral degree graduates (2.4%).

What percentage change does your organization anticipate in starting salary offers to 1989-90 new college graduates by academic major and degree level? Listed below are anticipated changes in salary offers expected for bachelor's degree graduates with various ACADEMIC MAJORS.

	Anticipated Salary Change	
	Number of Employers	Percent
Academic Majors		
Agriculture	110	1.4
Natural Resources	106	1.2
Accounting	166	2.9
Financial Admin	143	2.2
General Bus Admin	143	2.4
Hotel Rest Inst Mgt	122	1.7
Marketing	141	2.3
Personnel Admin	132	2.1
Advertising	110	1.3
Communications	116	1.6
Journalism	113	1.3
Telecommunications	114	1.3
Chemical Engr	142	3.0
Civil Engr	135	2.2
Computer Science	142	2.7
Electrical Engr	154	3.0
Industrial Engr	138	2.5
Mechanical Engr	152	3.2
Human Ecol/Home Economics	105	1.1
Liberal Arts/Humanities	114	1.6
Chemistry	124	2.4
Geology	111	1.5
Mathematics	120	1.7
Physics	115	1.7
Nursing	104	1.4
Retailing	102	1.4
Social Sciences	105	1.4

Observations: Starting salary offers for new bachelor's degree graduates are expected to vary between academic majors. Highest among anticipated increases for new graduates this year (1989-90) will be mechanical engineering (3.2%); chemical engineering (3.0%); and electrical engineering (3.0%).

Substantial starting salary increases are also expected for accounting (2.9%); computer science (2.7%); industrial engineering (2.5%); general business administration (2.4%); chemistry (2.4%); marketing (2.3%); financial administration (2.2%); civil engineering (2.2%); and personnel administration (2.1%).

Moderate increases are anticipated for hotel, restaurant, and institutional management (1.7%); physics (1.7%); mathematics (1.7%); liberal arts/ humanities (1.6%); communications (1.6%); geology (1.5%); nursing (1.4%); social science (1.4%); agriculture (1.4%); retailing (1.4%); telecommunications (1.3%); advertising (1.3%); journalism (1.3%); natural resources (1.2%); and human ecology/ home economics (1.1%).

ESTIMATED STARTING SALARIES FOR NEW COLLEGE GRADUATES OF 1989-90

Bachelor's Degree Graduates

Academic Majors	Estimated %Change	Estimated Starting Salary for 1989-90*
Accounting	2.9%	$27,051
Advertising	1.3%	$19,662
Agriculture	1.4%	$22,802
Chemical Engineering	3.0%	$33,380
Chemistry	2.4%	$25,938
Civil Engineering	2.2%	$27,707
Communications	1.6%	$20,735
Computer Science	2.7%	$31,389
Education	2.3%	$20,650
Electrical Engineering	3.0%	$32,107
Financial Administration	2.2%	$24,359
General Business Administration	2.4%	$21,845
Geology	1.5%	$24,080
Hotel, Rest. Inst. Mgt.	1.7%	$20,553
Human Ecology/Home Economics	1.1%	$18,157
Industrial Engineering	2.5%	$30,557
Journalism	1.3%	$18,255
Liberal Arts/Arts & Letters	1.6%	$20,244
Marketing/Sales	2.3%	$24,100
Mathematics	1.7%	$24,968
Mechanical Engineering	3.2%	$32,256
Natural Resources	1.2%	$18,840
Nursing	1.4%	$27,358
Personnel Administration	2.1%	$21,033
Physics	1.7%	$28,777
Retailing	1.4%	$18,909
Social Science	1.4%	$21,310
Telecommunications	1.3%	$20,880
Averages for Graduate Degree Levels:		
MBA	3.1%	$39,840
Masters	3.3%	$33,740
Ph.D.	2.4%	$37,111

*Source: When calculating estimated starting salary averages for 1989-90, average annual starting salaries for 1988-89 were taken from: Edwin B. Fitzpatrick. 1989. Salary Report-1988-89. East Lansing, Michigan: Career Development and Placement Services, Michigan State University.

Observations: Highest among starting salaries this year for new college graduates at the bachelor's degree level are chemical engineering ($33,380), mechanical engineering ($32,256), electrical engineering ($32,107), computer science ($31,389), and industrial engineering ($30,557). Others on the list include physics ($28,777), civil engineering ($27,707), nursing ($27,358), and accounting ($27,051). The greatest increases in starting salary offers this year are for mechanical engineering (3.2%), chemical engineering (3.0%), electrical engineering (3.0%), and accounting (2.9%). Estimated starting salary offers for other academic majors and degree levels are listed above.

Last year (1988-89), how many campuses did your organization visit for recruiting, and how many campuses does your organization expect to visit this year 1989-90)? Responses are listed by EMPLOYER CATEGORY.

	Campus Visits Last Year		Campus Visits This Year		Change from Last Year
Employer Type	Number of Employers	Average	Number of Employers	Average	Percent
Accounting	12	71	12	71	0.1
Aerospace	12	46	12	39	-13.5
Agribusiness	10	11	10	13	18.2
Automotive	23	19	23	22	12.3
Finance	40	13	39	14	7.2
Chemicals	19	32	19	34	5.3
Communication	4	77	4	50	-35.2
Construction	24	8	24	9	5.7
Conglomerates	5	30	5	34	13.3
Utilities	26	18	26	18	3.5
Electronics	25	76	25	75	-2.1
Food Processing	9	23	9	23	0.0
Packaging	9	11	9	11	-2.1
Government	27	121	27	120	-0.3
Hospitals	8	18	8	19	4.2
Hotels Motels	26	12	26	14	13.5
Merchandising	19	23	18	24	6.8
Metals	11	15	12	18	17.4
Military	4	13	4	14	8.0
Petroleum	7	63	7	65	1.8
Publishing	9	9	10	10	12.5
Volunteer Org.	6	2	6	2	18.2
Overall Totals	335	34	335	34	0.7

Observations: Employers responding to this year's survey expected a very slight increase in numbers of campuses visited (0.7%). Last year, campus visits were expected to increase by 3.6%.

The greatest increases in campus visits are expected from service and volunteer organizations (18.2%); agribusiness (18.2%); hotels, motels, restaurants, and recreational facilities (13.7%); diversified conglomerate (13.3%); automotive and mechanical equipment (12.3%); and metals and metal products (11.6%).

Moderate increases in the number of campus visits are expected from the military (8.0%); banking, finance, and insurance (7.2%); merchandising and related services including retailing (6.8%); construction and building materials manufacturing (5.7%); chemicals, drugs, and allied products (5.7%); hospitals and health services (4.2%); public utilities (3.5%); petroleum and allied products (2.4%); and accounting (1.0%).

No changes in the number of campus visits is expected for food and beverage processing (0.0%).

Those organizations expecting decreases in the number of campus visits are governmental administration (-0.3%); glass, packaging, and allied products (-2.1%); electronics and electrical equipment (-2.1%); printing, publishing, and informational services (-5.2%); aerospace and components (-13.5%); and communication--radio, TV, and newspapers (-35.2%).

Last year (1988-89), how many campuses did your organization visit for recruiting, and how many campuses does your organization expect to visit this year 1989-90)? Responses are listed by EMPLOYER SIZE.

	Campus Visits Last Year		Campus Visits This Year		Change from Last Year
	Number of Employers	Average	Number of Employers	Average	Percent
Employer Sizes					
1-99	70	3	69	3	6.0
100-499	87	16	88	17	8.2
500-999	33	10	33	10	0.9
1000- 4999	59	19	60	20	6.3
5000- 9999	28	63	27	67	5.5
10,000+	58	112	58	109	-2.9
Overall Totals	335	34	335	34	0.7

Observations: According to surveyed employers, size of employer will have some influence on the number of campuses visited by employers this year. Increasing the most will be employers with 100 to 499 employees (8.2%); organizations with one to 99 employees (6.0%); and employers with 5,000 to 9,999 employees (5.5%). A slight increase (0.9%) is expected by organizations with 500 to 999 employees. The largest employers, those with 10,000 or more employees, are expecting a decrease of 2.9% in campus visits.

Bar chart for changes in campus visits

Last year (1988-89), on college campuses visited by your organization, approximately how many interviewing schedules were arranged, and how many interviewing schedules do you expect this year (1989-90)? Responses are listed by EMPLOYER CATEGORY.

	Interview Schedules Arranged Last Year		Interview Schedules Expected This Year		Change from Last Year
Employer Type	Number of Employers	Average	Number of Employers	Average	Percent
Accounting	10	250	10	250	0.3
Aerospace	12	198	12	181	-8.7
Agribusiness	9	27	10	30	11.1
Automotive	21	58	22	67	14.0
Finance	38	29	35	31	9.4
Chemicals	19	95	18	101	6.9
Communication	4	127	4	127	-0.2
Construction	23	13	22	13	-5.6
Conglomerates	5	52	4	73	42.0
Utilities	26	121	26	117	-3.2
Electronics	23	207	25	172	-16.8
Food Processing	9	55	8	66	19.7
Packaging	8	33	8	31	-5.3
Government	24	307	23	320	4.2
Hospitals	8	156	8	152	-2.7
Hotels Motels	24	154	24	206	34.3
Merchandising	18	41	18	52	29.4
Metals	10	46	11	55	19.8
Military	4	35	4	43	22.1
Petroleum	5	191	5	213	11.5
Publishing	9	22	8	23	6.8
Volunteer Org.	4	2	4	4	183.3
Overall Totals	313	108	309	113	5.3

Observations: According to surveyed employers, 5.3% more interviewing schedules will be arranged this year on college and university campuses.

The greatest increases in interviewing schedules are expected for diversified conglomerate (42.0%); hotels, motels, restaurants, and recreational facilities (34.3%); merchandising and related services including retailing (29.4%); the military (22.1%); metals and metal products (19.8%); food and beverage processing (19.7%); automotive and mechanical equipment (14.0%); petroleum and allied products (11.5%); and agribusiness (11.1%).

Moderate increases are expected by banking, finance, and insurance (9.4%); chemicals, drugs, and allied products (6.9%); printing, publishing, and informational services (6.8%); governmental administration (4.2%); and accounting (0.3%).

Expecting decreases in campus interviewing schedules are communication-- radio, TV, and newspapers (-0.2%); hospitals and health services (-2.7%); glass, packaging, and allied products (-5.3%); aerospace and components (-8.7%); electronics and electrical equipment (-16.8%); public utilities (-32.0%); and construction and building materials manufacturing (-56.0%).

Service and volunteer organizations (183.3%) were not included in this analysis, use of the small number of employers and interview schedules. Four employers arranged two schedules last year, and four employers expect to arrange only four schedules this year.

How many closed schedules were arranged by your organization on college campuses last year (1988-89), and how many closed schedules does your organization expect this year (1989-90)? Responses are listed by EMPLOYER CATEGORY.

	Closed Schedules Arranged Last Year		Closed Schedules Expected This Year		Change from Last Year
	Number of Employers	Average	Number of Employers	Average	Percent
Employer Type					
Accounting	11	100	11	101	0.5
Aerospace	12	69	12	125	80.5
Agribusiness	9	8	9	11	47.1
Automotive	21	11	20	14	33.4
Finance	29	14	29	12	-15.4
Chemicals	17	38	15	50	31.6
Communication	2	15	2	10	-31.0
Construction	19	3	16	4	18.8
Conglomerates	4	24	4	25	5.3
Utilities	24	4	24	6	28.0
Electronics	22	34	22	40	15.8
Food Processing	9	16	9	20	28.0
Packaging	9	16	9	16	-2.1
Government	18	7	19	1	-79.2
Hospitals	8	47	8	42	-10.6
Hotels Motels	24	9	24	10	14.5
Merchandising	17	15	17	24	66.5
Metals	10	17	11	18	1.4
Military	4	0	4	0	.
Petroleum	6	42	6	44	5.2
Publishing	9	12	9	15	25.0
Volunteer Org.	3	0	3	0	0.0
Overall Totals	287	21	283	26	19.9

Observations: Closed interviewing schedules are increasing in popularity, according to surveyed employers. This year, an increase of 19.9% is expected in closed schedules when organizations interview on college campuses.

Those organizations expecting substantial increases in closed interview schedules include aerospace and components (80.5%); merchandising and related services including retailing (66.5%); agribusiness (47.1%); automotive and mechanical equipment (33.4%); chemicals, drugs, and allied products (31.6%); food and beverage processing (28.0%); public utilities (28.0%); printing, publishing, and informational services (25.0%); and construction and building materials manufacturing (18.8%).

Also expecting increases are electronics and electrical equipment (15.8%); hotels, motels, restaurants, and recreational facilities (14.5%); diversified conglomerate (5.3%); petroleum and allied products (5.2%); metals and metal products (1.4%); and accounting (0.5%).

No change is expected by the military; or service and volunteer organizations. These organizations interview everyone who wants to see them.

Decreases in closed schedules are expected by glass, packaging, and allied products (-2.1%); hospitals and health services (-10.6%); banking, finance, and insurance (-15.4%); communication-- radio, TV, and newspapers (-31.0%); and governmental administration (-79.2%).

How many <u>new college graduates reneged on offers</u> of employment from your organization last year (1989-90), and <u>if your organization reneged on any offers of employment</u>, how many graduates were involved?

	Number of Students Reneging Last Year		Number of Orgs. Reneges Last Year	
	Number of Employers	Total Reneges	Number of Employers	Total Reneges
Employer Type				
Accounting	10	87	9	11
Aerospace	10	13	12	3
Agribusiness	9	8	9	0
Automotive	26	29	25	0
Finance	32	81	35	226
Chemicals	16	31	17	0
Communication	2	0	3	0
Construction	24	84	23	11
Conglomerates	4	2	5	0
Utilities	23	31	24	2
Electronics	19	138	21	16
Food Processing	8	93	8	0
Packaging	8	17	8	0
Government	18	302	19	1
Hospitals	6	31	7	11
Hotels Motels	21	63	22	80
Merchandising	17	37	18	0
Metals	8	17	8	10
Military	4	12	4	0
Petroleum	6	46	6	3
Publishing	10	66	10	1
Volunteer Org.	5	2	5	0
Overall Totals	286	1,190	298	375

Observations: According to employers who reported <u>students reneging on job offers</u>, a total of 1,159 cases were cited. The largest numbers of reneges were reported by governmental administration (302); and electronics and electrical equipment (138).

More conservative totals were reported by food and beverage processing (93); accounting (87); construction and building materials manufacturing (84); banking, finance, and insurance (81); hotels, motels, restaurants, and recreational facilities (63); printing, publishing, and informational services (60); merchandising and related services including retailing (37); chemicals, drugs, and allied products (31); public utilities (31); hospitals and health services (31); automotive and mechanical equipment (29); petroleum and allied products (21); glass, packaging, and allied products (17); metals and metal products (17); aerospace and components (13); the military (12); agribusiness (8); diversified conglomerates (2); and service and volunteer organizations (2).

<u>The employer categories reneging on the most job offers</u> were banking, finance, and insurance (226); and hotels, motels, restaurants, and recreational facilities (80).

Within five (5) years after joining your organization, approximately what percentage of new college graduates hired with only bachelor's degrees will probably obtain master's degrees? Responses are listed by EMPLOYER CATEGORY.

	Obtaining M.A. Within Five Years	
Employer Type	Number of Employers	Percent
Accounting	11	6.3
Aerospace	10	33.9
Agribusiness	9	2.0
Automotive	21	17.4
Finahce	34	15.4
Chemicals	16	14.2
Communication	3	21.7
Construction	21	4.7
Conglomerates	5	15.0
Utilities	24	9.9
Electronics	22	15.7
Food Processing	9	22.2
Packaging	7	11.4
Government	22	6.5
Hospitals	8	3.6
Hotels Motels	22	1.9
Merchandising	18	1.8
Metals	9	8.0
Military	4	7.2
Petroleum	5	2.6
Publishing	10	17.2
Volunteer Org.	5	2.4
Overall Totals	295	10.8

Observations: Within five years after joining an organization, 10.8% of new college graduates hired with only bachelor's degrees will probably obtain master's degrees, according to surveyed employers.

The employer categories reporting the highest percentages of cases were aerospace and components (33.9%); food and beverage processing (22.2%); communication-- radio, TV, and newspapers (21.7%); automotive and mechanical equipment (17.4%); printing, publishing, and informational services (17.2%); electronics and electrical equipment (15.7%); banking, finance, and insurance (15.4%); diversified conglomerates (15.0%); chemicals, drugs, and allied products (14.2%); and glass, packaging, and allied products (11.4%).

Moderate numbers of new hires were expected to complete master's degrees with public utilities (9.9%); metals and metal products (8.0%); the military (7.2%); governmental administration (6.5%); and accounting (6.3%).

Very few hires were expected to complete master's degrees with construction and building materials manufacturing (4.7%); hospitals and health services (3.6%); petroleum and allied products (2.6%); service and volunteer organizations (2.4%); agribusiness (2.0%); hotels, motels, restaurants, and recreational facilities (1.9%); and merchandising and related services including retailing (1.8%).

When interviewing new college graduates for employment in your organization, what are <u>your best, favorite or most often used questions</u>?

Observations: Employers responding to this survey were gracious enough to share some of their better and/or favorite interviewing questions with us. A few of the best are listed below, categorized according to personal background, skills and abilities, academic preparation, and other topics. This list of questions would be an excellent resource for students preparing to interview with prospective employers. New college graduates should consider these questions and have appropriate answers in mind when they go to interviews.

<u>Personal and Motivational Factors:</u> Please tell me about yourself. How would you handle rejection? Where did you grow up? Who or what had the greatest influence on your life? How would you describe yourself? What are some of the greatest personal challenges you have faced during your lifetime? What are some of your personal goals, and have you achieved them?

<u>Skills and Abilities:</u> What skills and abilities do you possess that will help make you successful on today's job market? Please discuss some of your past leadership roles and your accomplishments in them. Please describe a frustrating experience from school or work, and tell me how you dealt with it. How do you interact with people around you (i.e. leadership, communication, socializing, etc.)?

Why should our organization hire you? For you, what are some of the pros and cons of working on a team project? Have you ever supervised someone in a similar position with another organization? How would you describe your supervisory style? Who was the most difficult person you have ever dealt with, and how did you respond?

How did you organize your time in school/work/play? What are your major strengths and weaknesses? What personal factors do you consider most important when evaluating yourself? In what organizational structure do you function best? What organizational techniques do you use on a daily basis to accomplish your academic, work, and social goals?

Please tell me about your communication skills, your personal skills relevant to work experiences, and your problem-solving abilities. Please describe your leadership style. What skills and/or special qualities do you possess for this job that would make you stand out from other candidates? How well do you work with others? What skills and abilities do you bring to this job? Please list three personal attributes that you would like to improve, and tell me any efforts you've made to make improvements in these areas.

What do you see as your greatest challenge when starting a new career? How would your friends describe you? What motivates you to put forth your greatest effort? In what areas are you working to improve? Who are two people you admire and respect the most, and why? What aspects of your job at the XYZ organization were most frustrating?

If you could create the perfect job for yourself, what would you be doing? What is special about you that you feel would make you an attractive candidate for our organization? How would others describe your weaknesses? How do you organize your time?

Career Goals and Objectives: What are your long range goals and objectives? How are you preparing to achieve them? What are your goals and aspirations for the next three years? five years? ten years? What are your short and long-term goals? What are your standards of success/goals for a job? Are you goal oriented?

Why do you think you would be good at this profession (sales, retailing, marketing, etc.)? Please describe your ideal job. Why are you interested in this industry/ profession/ occupation? What are your career interests? What work would you like to do that really interests you? In what environment do you want to work?

What geographical location interests you most when working? Please tell me about your plans for the future. What is your timetable for achievement of your current career goals?

Do you prefer theoretical or practical problems? Why do you want to work for XYZ company? In this organization, where do you see yourself in five years? Please tell me five things about yourself that would make you an asset to any organization that hired you.

Extracurricular Activities and College Experiences: With what extracurricular activities have you been involved? Please tell me about your accomplishments in extracurricular activities. What have been your greatest challenges for improvement of a campus organization? What do you enjoy doing most? Please describe your most rewarding college experiences. Please cite examples of the challenges you experienced during your leadership positions with campus activities.

If you could relive your college experiences, what would you do differently? What changes would you make in your overall campus life? During your campus activities, what positions did you hold? What were your major responsibilities in these organizations? What did you like best/least about these positions? Did you have an opportunity to work as a member of a team? If so, please explain. What were some of the problems you encountered?

Hypothetical Questions: Are you creative? . . . I am writing a book entitled "101 Everyday Uses for the Common Red Brick." Can you give me five uses for the common red brick?

Please look at this photograph of an electronic gadget, because you would be working with others to enhance its capabilities. It operates a helicopter hovering over an ocean platform. What are some concerns that you would place on your checklist to consider before you started this project?

What could you see as the major objectives of this job? If you were hired by our organization, how would you identity the major roles and responsibilities of your new position?

What happens if you accept a position with our company, and then you are offered a job in your chosen field?

What roles and responsibilities have you accepted in work, social, and other activities? What is your purpose in life? For what companies have you worked, and were they good or bad, and why? What have you admired in people who have previously supervised your work? What haven't you admired in these individuals? (In general, questions related to work ethic and value systems might also be posed.)

In your opinion, what does it take to be effective in sales or marketing? What are your personal motivational techniques? How would you resolve conflict in a group situation? If you were given this assignment, how would you proceed?

Academic Programs and Achievements: Why did you choose this major field of study? Why did you choose your particular college or university? What were your favorite college courses, those you liked most? Least? Why? Please tell me about accomplishments in your academic program that are relevant to your future career goals.

What is your grade point average (GPA)? How do you feel about this? Should grades be used as an indicator of future career potential when an organization is considering new college graduates? What were your reactions to instructors or college faculty during your academic program? How would you relate your academic accomplishments to future career aspirations? How satisfied are you with your accomplishments in this academic program?

What electives did you take outside of your major? Why did you choose these courses? What was the most difficult aspect of obtaining a college degree? What are your academic strengths? What courses gave you the most difficulty? If you could, what changes would you make in your school's academic program?

Work Experiences: What prior work experiences have you had? What were your accomplishments in these prior work experiences? What were your most significant achievements? What problems did you experience while on the job? What would your last two employers say about you as an employee, either good or bad?

What projects were accomplished during your time on the job? How were these accomplished? What experiences did you have when meeting deadlines for project completion? Explain. What can you tell me that you enjoyed most about your previous job experiences? Least?

Can you tell me about your toughest job assignment? Please tell me about a conflict situation and how you resolved it.

What life experiences have given you the greatest reward? What one experience proved to you that you would be a capable manager? Please elaborate on one of the work experiences listed on your resume. Please tell me about the duties/requirements of your last job. What did you see as your major strengths and/or weaknesses on this job?

Accomplishments and Achievements: In addition to your educational and professional experiences, what else would you like us to know about you in order to make an appropriate decision? Please tell me about some of the accomplishments you achieved during college and which make you the proudest.

How did you finance your education? What are your greatest achievements at this point in your life? Of what accomplishments are you most proud?

Relocation/Travel: Are you willing to relocate? Do you mind traveling? How do you feel about relocating during a career with XYZ company?

Knowledge of the Organization: Why did you select XYZ company? Why do you want our training program over others? What are your expectations of the XYZ company? Why do you want to work in the position you are seeking? What attracts you to this industry? Other industries? Why are you interviewing with XYZ company? What do you know about our company? Who else are you interviewing in your job search? Why did you choose to interview with our company? What personal qualities do you bring to this firm?

Salary and Benefits: What starting salary do you expect as an employee? What company benefits are most important to you? How do you feel about an income made up totally of commissions? When comparing one company offer to another, what factors will be important to you besides starting salary? How important is starting salary to you when considering our company's job offer?

What suggestions do you have for new college graduates when interviewing with prospective employers?

Observations: Advice from prospective employers might be very helpful when new college graduates are interviewing on campus. Prospective employers were willing to offer the suggestions listed below:

Prior to the Interview: Prospective employers suggest that graduating students get themselves prepared before the interview. They should have specific career goals in mind, and they should be ready to express these in the interview.

Appropriate dress is always important. First impressions may be lasting impressions with prospective employers.

Graduating students need to be excited about their career field. They should be able to express their self-confidence during the interview. They should also be prepared for (tough) questions.

Employers suggest that graduating students be informed and prepared to speak knowledgeably about their academic discipline, their chosen profession, and the company. Taking notes on annual reports and recruiting literature is always beneficial as preparation for an interview. Candidates should draft some questions of their own for presentation during the interview. According to employers, the following are not good questions for campus interviews: "Tell me about your training program." "Please explain your benefits."

When asking questions, please remember that you, the graduating student, are the interviewee, not the interviewer. Make your questions appropriate for the individual interviewing you.

Getting started early on the job campaign is always wise, and being on time for an interview is a necessity. Employers emphasize that students should "come prepared."

Copies of transcripts for interviewers should be available, if possible. Prospective employers indicate that college transcripts contain valuable information for campus recruiters.

Being confident, selling yourself, but not being overconfident are quite appropriate. As a recommendation, employers suggested: Be at your best at all times. One employer suggested that graduating students have a trump card. If you are a non-technical college major, be sure to have some technical courses such as computer science, programming, mathematics, etc. On the other hand, if you are a technical college major, be sure to have some non-technical college courses for your trump card (i.e. marketing, management, writing, and/or English).

Before interviewing with employers it is a good idea to have a well-defined career objective. Employers are not pleased with individuals who come to an interview and are uncertain about their interests, goals, and objectives. However, individuals should not limit themselves to specific job titles or industries, according to surveyed employers. At the same time, graduating students should realize that they are new, recent college graduates, and there is nothing wrong with being a trainee and learning more.

According to surveyed employers, practice interviews before video tapes are appropriate, but do not "practice" interviews with an employer, especially if you are seriously interested in that particular organization. Maybe practicing before a mirror at home or with a roommate would help with rehearsals. Graduating students might try some sample interviewing questions on themselves or their friends. They might also take seminars offered through career planning and placement offices on campus.

Interviewing: Interviews should not sound rehearsed. Graduating students who are interviewing should try to relax and be themselves, and they should show some enthusiasm for the position they are seeking. They should listen to an employer's question, think before answering (silence is appropriate), and they should be energetic. Being alert, but relaxed is appropriate. During the interview, candidates should be firm, confident, and pleasantly aggressive. They should dress appropriately and be well-groomed. Eye contact is very important. They should be honest with answers, since the truth will eventually come out.

Letting prospective employers know the specifics of your ideal job is appropriate, but graduating students should not be pushy! There is a difference between aggressive and pushy. To quote one employer, "Tell me what you can do for me, not what I, or this job, can do for you."

Communicate effectively during the interview. Speak clearly. Think about your answers before giving them. Come prepared with knowledge of the company. During the interview, use this knowledge when responding to the employer's questions.

When answering employer questions, provide the information requested, but do not filibuster. Chewing gum during an interview is not appropriate, and watch your language. Use good grammar and professional words, not "do", "did", or "done."

Avoid responses that are vague or general (i.e. "I want to work with people."). Be as specific as possible, and know what you can contribute to an organization.

A positive approach during an interview is a necessity. Although graduating students should be truthful, enthusiastic and well-prepared, they should also be honest and present an appropriate picture of themselves.

Emphasis on problem-solving and decision-making skills are very helpful to employers. Any examples of prior related experiences would be helpful.

Be humble and open-minded to suggestions, but candidates should maintain their concept of self-worth. Arrogance is never appropriate. Confidence is.

During the interview, be sincere. Do not give a "canned" interview. Answer the employers as best you can. Tell the interviewer what you have accomplished in the past and how you achieved those objectives. Be specific when answering the questions directed to you.

Research the Company: Prior to the interview make sure you research the company and read all available literature, annual reports, and other materials related to the employer's situation. For instance, an employer who has not yet read your resume prior to interview will not impress you. From the employer's prospective, a graduating student or job applicant who has not read the company literature will not be very impressive.

Planning prior to the interview is always helpful. Don't ask the obvious questions. Know the company with whom you are interviewing and know something about that company's culture, policies and industry that will be appropriate.

Organizations are more apt to hire an individual who has taken the time to research the company prior to an interview. Become as similar as possible with the organization and available career opportunities. As one recruiter expressed it: "Research, research, research."

Other employers repeated this admonition: "Know something about the company." "Do your homework."

Resumes and Career Objectives: When entering an interview, provide the prospective employer with an attractive copy of your resume. Be certain your resume is purged of all spelling and grammatical errors.

Be well-informed about your career goals and expectations, and be ready to express them in the interview, but keep an open mind. Look especially at the long-term goals and possibilities in an organization. It is helpful if students have a realistic idea of their career potential in an organization. In other words, know what you want and be ready to express it clearly.

Be realistic in terms of starting salary expectations. It is the opinion of prospective employers that too many college graduates think that merely possessing a degree automatically qualifies them for a $20,000 annual salary.

Unrealistic Expectations: Graduating students should keep an open mind regarding career paths available within an organization. The possibilities for long-term career growth or rapid advancement should figure into a graduating student's assessment of any opportunity.

Employers encourage graduating students to be honest about their career goals, locational preferences, and the impact of others on their career choices. If a "significant other" is involved in a career decision, he/she should be consulted.

Graduating students are encouraged to have realistic expectations of what they offer an employer. One employer reported an experience with interviewing over 100 candidates, and none of these individuals offered this organization anything without a significant training investment, yet all the applicants expected substantial benefits, salary, etc., to start. According to this employer, it must be a two-way street.

Job Descriptions: Prospective employers suggested that graduating students thoroughly read any job descriptions before they interview. They must understand as much as possible about the job and be ready to talk about their past achievements that might prove their career potential in this position.

Strengths and Weaknesses: Evaluation of strengths and weaknesses is crucial prior to an interview. Then during an interview be ready to express these with examples, when prospective employers ask related questions. Graduating students who have a clear sense of "self" are especially desired. Students must learn how to sell themselves. They must know their strengths and weaknesses, and have a reasonable plan of action when interviewing employers. Individuals might take a personal inventory of their strengths and weaknesses, likes, dislikes, and be prepared with answers before employers ask any questions.

Follow-up: Returning phone calls and responding to letters from companies, especially when not interested, are desirable, according to prospective employers. Employers want graduating students to let them know where they stand, just as much as students want employers to let them know where they stand.

What is the attitude of your organization towards hiring handicappers?

	Response Categories												
	Always		Almost Always		Some-times		Seldom		Never		Total Response		Total
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Attitude toward Handicappers Hiring													
Hire them if they are the most qualified	158	57	71	25	39	14	5	2	6	2	279	100	1.7
Find appropriate tasks for handicappers	53	20	69	26	93	35	31	12	20	8	266	100	2.6
Subject to same hiring procedures	192	66	61	21	25	9	8	3	3	1	289	100	1.5

Observations: Among surveyed employers, handicappers are always (66%) or almost always (21%) expected to apply through regular interviewing and hiring procedures. Handicappers are almost always hired if they are the most qualified applicants. Special efforts are always (20%) or almost always (26%) made to find appropriate assignments for handicappers.

How many handicappers were hired by your organization last year (1988-89), and how many do you expect to hire this year (1989-90)? Responses are listed by EMPLOYER CATEGORY.

	Handicappers Hired Last Year		Handicappers Hired This Year	
Employer Type	Number of Employers	Total Hired	Number of Employers	Total Hired
Accounting	9	0	5	0
Aerospace	7	143	3	73
Agribusiness	7	4	5	3
Automotive	21	4	7	4
Finance	32	51	20	50
Chemicals	11	4	4	3
Communication	1	2	1	2
Construction	19	9	9	4
Conglomerates	3	6	2	5
Utilities	19	18	11	27
Electronics	16	92	11	10
Food Processing	7	12	2	0
Packaging	5	0	5	0
Government	23	2,248	19	2,499
Hospitals	5	7	4	3
Hotels Motels	18	387	12	376
Merchandising	14	6	6	7
Metals	10	8	5	6
Military	3	15	2	20
Petroleum	4	5	1	0
Publishing	8	3	6	3
Volunteer Org.	6	4	3	1
Overall Totals	248	3,028	143	3,096

Observations: Employer categories hiring the most handicappers last year 1988-89 were governmental administration (2,248); aerospace and components (143); electronics and electrical equipment (92); hotels, motels, restaurants, and recreational facilities (387); and banking, finance, and insurance (51). A total of 3,028 handicappers were hired by surveyed employers.

For this year (1989-90), governmental administration (2,499); hotels, motels, restaurants, and recreational facilities (376); aerospace and components (73); banking, finance, and insurance (50); public utilities (27); and military services (20) are expecting to hire the most handicappers. This year, a total of 3,096 handicappers are expected to be hired by surveyed employers.

During the past five years (since 1985-86), which of the following individuals or groups have formally or informally encouraged or discouraged the hiring of liberal arts graduates for appropriate entry-level positions available in your organization?

	Response Categories												
	Strongly Encouraged		Encouraged Somewhat		Neither		Discouraged Somewhat		Strongly Discouraged		Total Response		Total
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Hiring of Liberal Arts Graduates													
Chief executive officer	42	16	47	18	150	58	9	3	10	4	258	100	2.6
Chief financial officer	21	9	33	13	164	66	17	7	12	5	247	100	2.9
Marketing/sales executives	32	13	46	19	136	57	17	7	9	4	240	100	2.7
Manufacturing executives	11	5	26	12	137	65	23	11	15	7	212	100	3.0
Human resources executives	48	19	72	28	110	43	17	7	7	3	254	100	2.5
Middle level managers	28	11	58	23	136	54	19	8	10	4	251	100	2.7
Managers of entry-level personnel	26	10	51	20	137	55	24	10	11	4	249	100	2.8
Campus recruiters	35	14	52	21	130	54	19	8	6	2	242	100	2.6
Liberal arts faculty	71	30	48	21	105	45	5	2	5	2	234	100	2.3
Current employees of your orgs	22	9	54	22	154	64	7	3	5	2	242	100	2.7
Liberal arts grad. working for your orgs	46	19	57	24	130	54	4	2	4	2	241	100	2.4
Staff/administrators in universities	45	19	64	27	118	50	4	2	4	2	235	100	2.4

Observations: During the past five years (since 1985-86), those individuals and groups who have formally or informally encouraged the hiring of liberal arts graduates for appropriate entry-level positions available among surveyed employers have been liberal arts faculty of colleges and universities, liberal arts graduates already working for the organization, and staff and administrators of colleges and universities. Somewhat encouraging were human resources executives, chief executive officers, and campus recruiters. Neither encouraging nor discouraging were current employees of the organization, marketing and sales executives, middle level managers, managers of entry-level personnel, chief financial officers, or manufacturing executives.

Does your organization train new recruiters before they visit college and/or university campuses for interviewing? Responses are listed by EMPLOYER CATEGORY.

	Train New Recruiters before Visiting			
	Yes		No	
Employer Type	Number of Employers	Percent	Number of Employers	Percent
Accounting	7	70	3	30
Aerospace	10	83	2	17
Agribusiness	5	56	4	44
Automotive	19	83	4	17
Finance	29	78	8	22
Chemicals	14	82	3	18
Communication	3	100	.	.
Construction	18	78	5	22
Conglomerates	4	80	1	20
Utilities	20	83	4	17
Electronics	18	75	6	25
Food Processing	8	89	1	11
Packaging	2	25	6	75
Government	22	81	5	19
Hospitals	7	88	1	13
Hotels Motels	21	91	2	9
Merchandising	15	83	3	17
Metals	7	78	2	22
Military	2	50	2	50
Petroleum	4	80	1	20
Publishing	5	63	3	38
Volunteer Org.	2	50	2	50
Overall Totals	242	78	68	22

Observations: Of surveyed organizations, 78% indicated that recruiters were trained before visiting college and university campuses for interviewing. Most often, training recruiters were employers in the following categories: communication--radio, TV, and newspapers (100%); hotels, motels, restaurants, and recreational facilities (91%); food and beverage processing (89%); hospitals and health services (88%); aerospace and components (83%); merchandising and related services including retailing (83%); automotive and mechanical equipment (83%); public utilities (83%); chemicals, drugs, and allied products (82%); governmental administration (81%); diversified conglomerates (80%); and petroleum and allied products (80%).

Less frequently, training recruiters were banking, finance, and insurance (78%); construction and building materials manufacturing (78%); metals and metal products (78%); electronics and electrical equipment (75%); accounting (70%); printing, publishing, and informational services (63%); agribusiness (56%); service and volunteer organizations (50%); the military (50%); and glass, packaging, and allied products (25%).

Which of the following <u>training programs are provided</u> by your organization for new recruiters before they visit college and/or university campuses?

	Response Categories												
	Always		Almost Always		Some-times		Seldom		Never		Total Response		Tot-al
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Recruiter Training													
General training by coll. relation staff	87	41	45	21	30	14	15	7	34	16	211	100	2.4
On-the-job training with recruiters	94	41	63	28	55	24	8	3	9	4	229	100	2.0
Practice interviewing	81	36	63	28	50	22	25	11	9	4	228	100	2.2
Understand hiring quotas	116	54	41	19	25	12	8	4	25	12	215	100	2.0
Develop profile of a qualified applicant	118	54	53	24	31	14	9	4	7	3	218	100	1.8
Legality of interviewing questions	181	78	38	16	8	3	3	1	3	1	233	100	1.3
EEO regulations	165	72	42	18	14	6	3	1	5	2	229	100	1.4
Questioning & interviewing techniques	142	61	62	27	24	10	4	2	1	0	233	100	1.5
Review data of job market trends	50	23	50	23	82	37	20	9	18	8	220	100	2.6
Sensitivity training	42	19	33	15	66	30	47	21	31	14	219	100	3.0
Resume interpretation	91	41	74	33	35	16	15	7	9	4	224	100	2.0
Certify personnel as Recruiters	59	28	29	14	14	7	17	8	95	44	214	100	3.3

Observations: The training programs used most often by surveyed employers when training new recruiters before they visit colleges and universities are providing an understanding of legal and illegal interviewing questions, explaning EEO regulations, and teaching techniques for asking questions and conducting an interview.

Less frequently, employers assist in developing profiles for a qualified applicant, educate prospective recruiters about hiring quotas, demonstrate resume and application interpretation, offer on-the-job training with another recruiter and/or practice interviewing, provide general training by college relations staff, review supply/demand and job market trends data, and offer sensitivity training.

Of surveyed employers responding, 28% always and 14% almost always certify staff personnel before allowing them to recruit on college campuses.

How many total hours of training on the average are provided by your organization to new recruiters before they are allowed to interview on college campuses? Responses are listed by EMPLOYER CATEGORY.

	Training for New Recruiters	
Employer Type	Number of Employers	Average Total Hours
Accounting	8	11
Aerospace	10	13
Agribusiness	6	12
Automotive	17	10
Finance	26	21
Chemicals	12	12
Communication	2	25
Construction	18	93
Conglomerates	3	9
Utilities	19	2[illegible]
Electronics	17	10
Food Processing	8	5
Packaging	3	9
Government	17	33
Hospitals	7	10
Hotels Motels	18	170
Merchandising	14	12
Metals	7	26
Military	2	520
Petroleum	6	13
Publishing	7	11
Volunteer Org.	1	10
Overall Totals	228	39

Observations: According to surveyed employers, an average of 39 hours of training are provided to new recruiters before they are allowed to interview on college campuses. Employer categories providing the greatest hours of training to new recruiters were the military (520); hotels, motels, restaurants, and recreational facilities (170); and construction and building materials manufacturing (93).

Providing less training were governmental administration (33); metals and metal products (26); communication-- radio, TV, and newspapers (25); public utilities (25); and banking, finance, and insurance (21).

Providing fewer than twenty hours of training were aerospace and components (13); petroleum and allied products (13); chemicals, drugs, and allied products (12); merchandising and related services including retailing (12); agribusiness (12); accounting (11); printing, publishing, and informational services (11); hospitals and health services (10); service and volunteer organizations (10); automotive and mechanical equipment (10); electronics and electrical equipment (10); glass, packaging, and allied products (9); diversified conglomerates (9); and food and beverage processing (5).

On the average, approximately how many hours of training per week (excluding on-the-job training) will new college hires receive during the initial six (6) months in your organization? Responses are listed by EMPLOYER CATEGORY.

	Training for New Hires the First 6 Month	
	Number of Employers	Average Hrs Weekly
Employer Type		
Accounting	11	14.3
Aerospace	10	20.8
Agribusiness	9	13.1
Automotive	21	14.7
Finance	33	15.4
Chemicals	13	15.4
Communication	1	5.0
Construction	19	14.6
Conglomerates	5	3.7
Utilities	19	15.5
Electronics	17	6.6
Food Processing	9	10.6
Packaging	8	6.4
Government	19	19.5
Hospitals	7	7.2
Hotels Motels	23	26.5
Merchandising	18	15.3
Metals	7	18.4
Military	4	7.3
Petroleum	3	4.2
Publishing	10	7.5
Volunteer Org.	5	8.8
Overall Totals	271	14.6

Observations: According to surveyed employers, new college hires receive an average of 14.6 hours of training per week (excluding on-the-job training) during the initial six (6) months with an organization.

The employer categories providing the most hours of training were hotels, motels, restaurants, and recreational facilities (26.5); and aerospace and components (20.8).

Moderate hours of training (10 to 19 hours per week) are provided by governmental administration (19.5); metals and metal products (18.4); public utilities (15.5); banking, finance, and insurance (15.4); chemicals, drugs, and allied products (15.4); merchandising and related services including retailing (15.3); automotive and mechanical equipment (14.7); construction and building materials manufacturing (14.6); accounting (14.3); agribusiness (13.1); and food and beverage processing (10.6).

Fewer than ten hours per week of training are provided by service and volunteer organizations (8.8); printing, publishing, and informational services (8.3); the military (7.3); hospitals and health services (7.2); electronics and electrical equipment (6.6); glass, packaging, and allied products (6.4); communication-- radio, TV, and newspapers (5.0); petroleum and allied products (4.2); and diversified conglomerates (3.7).

What is the approximate preemployment cost per hire for new college graduates? Included are total recruitment costs (i.e. college relations staff salaries, travel expenses, postage, advertising, etc.). Excluded are any training or other expenses incurred once a new college graduate is on the payroll of your organization. Responses are listed by EMPLOYER CATEGORY.

	Preemployment Cost Per Hire	
	Number of Employers	Average
Employer Type		
Accounting	6	$3,000
Aerospace	10	$3,020
Agribusiness	8	$1,563
Automotive	13	$2,677
Finance	26	$2,502
Chemicals	11	$4,273
Communication	2	$1,250
Construction	12	$3,417
Conglomerates	3	$3,267
Utilities	19	$2,889
Electronics	14	$3,521
Food Processing	6	$3,433
Packaging	6	$2,750
Government	15	$4,450
Hospitals	8	$1,519
Hotels Motels	18	$2,500
Merchandising	8	$1,450
Metals	6	$2,000
Military	3	$4,000
Petroleum	4	$8,750
Publishing	6	$2,333
Volunteer Org.	4	$663
Overall Totals	208	$2,949

Observations: According to surveyed employers, the approximate preemployment cost per hire for new college graduates is $2,949. Included in this total are recruitment costs such as college relations staff salaries, travel expenses, postage, advertising, and other related charges. Excluded are any training or other expenses incurred once a new college graduate is on the payroll of an organization.

The employer categories with the highest costs per hire were petroleum and allied products ($8,750); governmental administration ($4,450); chemicals, drugs, and allied products ($4,273); and the military ($4,000).

Reporting costs per hire of $2,000 to $4,000 were electronics and electrical equipment ($3,521); food and beverage processing ($3,433); construction and building materials manufacturing ($3,417); diversified conglomerates ($3,267); aerospace and components ($3,020); accounting ($3,000); public utilities ($2,889); glass, packaging, and allied products ($2,750); automotive and mechanical equipment ($2,677); banking, finance, and insurance ($2,502); hotels, motels, restaurants, and recreational facilities ($2,500); printing, publishing, and informational services ($2,333); and metals and metal products ($2,000);

Costs per hire under $2,000 were reported by agribusiness ($1,563); hospitals and health services ($1,519); merchandising and related services including retailing ($1,450); and communication-- radio, TV, and newspapers ($1,250). The lowest cost per hire was reported by service and volunteer organizations ($663).

When new college graduates are considered for entry-level positions available in your organization, how important are the following?

Obtaining Entry-level Positions	Level of Importance												
	Extremely High		High		Medium		Low		Extremely Low		Total Response		Total
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Coursework													
Business, finance, accounting	83	28	105	35	73	24	23	8	14	5	298	100	2.3
Marketing, sales, business methods	54	19	92	32	85	30	35	12	20	7	286	100	2.6
Humanities, literature, philosophy etc.	7	3	18	6	88	32	109	39	55	20	277	100	3.7
Computer science, math	65	23	117	41	77	27	18	6	11	4	288	100	2.3
Engineering	125	43	59	20	28	10	29	10	51	17	292	100	2.4
Research methods, statistics	46	16	77	28	79	28	49	18	29	10	280	100	2.8
History, political science	7	3	9	3	79	29	94	35	82	30	271	100	3.9
Psychology, industrial relations	11	4	51	18	110	40	63	23	41	15	276	100	3.3
Natural science, chemistry, physics	35	12	61	22	70	25	49	17	66	23	281	100	3.2

Observations: According to surveyed employers, coursework in business, finance, and accounting; computer science and mathematics; and engineering are very important when considering new college graduates for entry-level positions in organizations.

Of medium importance are coursework in marketing, sales, and business methods; research methods and statistical analysis; natural sciences, chemistry, and physics; and psychology and industrial relations.

Degree Areas:

Obtaining Entry-level Positions	Level of Importance												
	Extremely High		High		Medium		Low		Extremely Low		Total Response		Total
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Degree Areas													
Liberal art degree	10	4	43	15	94	33	76	27	59	21	282	100	3.5
Business degree	82	28	105	36	69	24	24	8	12	4	292	100	2.2
Engineering degree	129	44	58	20	28	10	31	11	46	16	292	100	2.3
Natural science degree	28	10	40	15	63	23	67	24	77	28	275	100	3.5

Observations: According to surveyed employers, degrees in business and engineering are very important for entry-level positions, but degrees in liberal arts and natural sciences were important too.

(Continued)

Continued . . .

When new college graduates are considered for entry-level positions available in your organization, how important are the following? Skills and Abilities

Obtaining Entry-level Positions	Level of Importance										Total Response		Total
	Extremely High		High		Medium		Low		Extremely Low				
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Skills and Abilities													
Creativity	103	34	141	47	46	15	6	2	4	1	300	100	1.9
Interpersonal relations	180	59	107	35	16	5	2	1	1	0	306	100	1.5
Verbal communication	171	56	107	35	27	9	2	1	.	.	307	100	1.5
Writing, editing etc.	90	30	135	44	68	22	8	3	3	1	304	100	2.0

Observations: Among skills and abilities considered by surveyed employers, verbal communication, public speaking, persuasion, negotiation; and interpersonal relations, supervision, coordination, decision-making skills were rated as extremely high in importance. A rating of high importance was received by creativity, design, invention, planning, imagination; and writing, editing, spelling, punctuation, and grammar.

Undergraduate Performance and Experiences:

Obtaining Entry-level Positions	Level of Importance										Total Response		Total
	Extremely High		High		Medium		Low		Extremely Low				
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Undergraduate Performance & Experiences													
Academic achievement	83	27	150	50	65	21	5	2	.	.	303	100	2.0
Leadership	68	22	146	48	73	24	16	5	.	.	303	100	2.1
Athletic achievement	15	5	31	10	120	40	92	31	39	13	297	100	3.4
Community activities	30	10	92	31	133	45	34	11	9	3	298	100	2.7
Internships	103	34	130	43	60	20	9	3	2	1	304	100	1.9
Work experiences in business	136	45	132	43	32	10	3	1	2	1	305	100	1.7
Volunteer work experiences	30	10	87	29	138	46	37	12	8	3	300	100	2.7
Study abroad experiences	7	2	32	11	79	27	110	37	70	23	298	100	3.7

Observations: Rated most important among undergraduate performance factors and experiences were work experiences in business, internships, academic record of achievement, leadership in student organizations, volunteer work experiences, and community activities.

(Continued)

Continued . . .

When new college graduates are considered for entry-level positions available in your organization, how important are the following? Interest in Obtaining a Postgraduate Degree:

Obtaining Entry-level Positions	Level of Importance										Total Response		Total
	Extremely High		High		Medium		Low		Extremely Low				
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Interest in Obtaining an Advanced Degree													
MBA degree	25	9	44	15	105	36	77	27	38	13	289	100	3.2
MA in public administration	.	.	7	3	61	22	84	30	124	45	276	100	4.2
MS in natural sciences	6	2	24	9	59	21	82	29	110	39	281	100	3.9
Law degree	3	1	13	5	53	19	84	31	119	44	272	100	4.1

Observations: Of medium importance to surveyed employers is an interest among new college hires in obtain an MBA degree. Interest in obtaining degrees in other academic areas was not very important to surveyed employers.

Does your organization utilize the following when considering new college graduates for employment?

	Response Categories										Total Response		Total
	Always		Almost Always		Some-times		Seldom		Never				
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Information obtained when hiring													
History of criminal convictions	145	47	42	14	44	14	37	12	38	12	306	100	2.3
History of excessive alcohol use	90	30	37	12	56	18	56	18	65	21	304	100	2.9
Record of drug abuse	114	38	40	13	48	16	43	14	59	19	304	100	2.6
Involvement in excessive litigations	47	16	27	9	57	19	66	22	105	35	302	100	3.5
Lie detector tests	2	1	3	1	14	5	18	6	270	88	307	100	4.8
Psychological tests	23	7	18	6	33	11	34	11	200	65	308	100	4.2

Observations: According to surveyed employers, information on a history of criminal convictions is always or almost always utilized when considering new college graduates for employment. Sometimes used were information on a record of drug abuse, excessive alcohol use, and an involvement in excessive litigations. Seldom or never used are psychological or lie detector tests.

Where can undergraduate students (freshmen and sophomores) get the best advice about potential career opportunities?

	Response Categories*												
	Always		Almost Always		Some-times		Seldom		Never		Total Response		To-tal
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Advice on career opportunities													
Faculty	24	8	86	29	153	52	24	8	6	2	293	100	2.7
Academic advisors	21	7	85	29	146	50	34	12	4	1	290	100	2.7
Career planning staff	72	24	129	44	84	28	7	2	3	1	295	100	2.1
Placement office staff	79	27	128	44	77	26	9	3	1	0	294	100	2.1
College admissions counselors	13	5	35	12	147	52	73	26	14	5	282	100	3.1
Parents	13	5	58	20	176	62	31	11	7	2	285	100	2.9
Current employees of your org.	94	31	139	46	68	22	2	1	1	0	304	100	1.9
Other formal group of your org.	66	25	81	31	78	30	20	8	17	6	262	100	2.4

Observations: According to surveyed employers, the most highly recommended source of advice about potential career opportunities is current employees of an organization.

Almost always offering good advice were career planning and placement office staffs. Also suggested were other formal groups (personnel administrators, chief executive officers, alumni, etc.) within employing organizations.

Employers responding to this survey reported that good career advice is sometimes offered by college faculty, academic advisors, and college admissions counselors.

What changes do you foresee during the next five (5) years that will influence the qualifications needed in new college graduates hired by your organization?

Observations: When commenting on factors influencing qualifications needed in new college graduates during the next five years, surveyed employers suggested more technical training in making new college graduates more computer literate. Computers, computerization, computer skills, computer literacy, were terms repeated again and again by employers. As one employer described this situation, everyone needs keyboarding skills and knowledge of computers in today's employment market. All college graduates need to be computer literate. It is the opinion of this employer that organizations can no longer spend time training college graduates in computer skills. These individuals must be able to step in and handle the computer themselves with little or no supervision. So new college graduates can work more efficiently, they must perform their own typing, word processing, and electronic mail tasks without secretarial assistance. Thus, prospective employers are placing an increased emphasis on computer literacy and computer skills when recruiting new college graduates.

Second on the employers list of needs was excellent oral and written communication skills. New college graduates must possess these skills for effective job performance. Following closely on the heels of these skills is the need for outstanding interpersonal skills, necessary for maximum job performance. Also noted were request for more decision-making, problem-solving, flexibility, adaptability, and acceptance of new work challenges among new college graduates. Continuing the list were strong leadership skills, a strong motivation toward service, and a good business understanding.

Even some entrepreneurial spirit was recommended. In the view of one employer, young people in college today should begin to realize that there is no such thing anymore as security in one company or corporation for a lifetime. Individuals should look after themselves and provide their own wants and needs. This will lead to all employees becoming more entrepreneurial in their thinking.

More regulation and complexity of work is expected on the horizon. Without a doubt, graduating students must be flexible to change in an ever-changing work environment.

Foreign language proficiencies were recommended by three employers, especially with many organizations considering new markets in overseas locations. More international involvement among employers is placing a greater emphasis on foreign language competencies. Increasingly, an international flavor can be expected on the marketplace.

Internships, cooperative education experiences, and other on-the-job practical training programs were emphasized as important qualifications among new college graduates. According to surveyed employers, candidates must take advantage of internship and coop programs to gain experiences in the business world. Graduate students with more practical training will be expected as employers want increased exposure to industry prior to graduation for new hires. The job applicant pool will continue to separate based on achievements in job-related

experiences versus classroom experiences. People having work experiences will experience a much higher demand in the job markets of the future.

More competition among employers was highlighted by respondents. According to these employers, graduating students who are more competitive, have a broader interest in academic backgrounds, have a greater sensitivity to different cultures, understand various ethnic groups, have an ability to make decisions, can cope with change, and can be a team player are more likely to succeed in today's world.

More intense competition is expected for the best positions. At the same time, the supply of qualified candidates will begin to decline, so competition for the top graduating students will continue to increase.

Employers will place a greater emphasis on high potential candidates who demonstrate an ability to advance quickly -- at least into middle levels of management and, hopefully, into senior levels. Factors influencing this decision will include more competition among surviving industries and a greater loss of existing managers due to pending retirements.

Also compounding this competition will be higher demand for smaller numbers of engineering graduates, so higher starting salaries are likely to occur.

Geographical mobility among graduating students is also desired by prospective employers. According to these employers, individuals willing to relocate will be offered more promotional possibilities and job options.

Other trends influencing future job markets for new college graduates include the following: Fewer new college graduates in engineering and sciences; a declining college age population; fewer math majors; colleges attempting to keep pace with changes in technology; more stringent grade point average guidelines; requirements for particular curriculum taken during college; and requirements for internship experiences.

Demographic changes will also have an impact. For instance, fewer graduating students will be available, but a higher percentage will be less well-prepared.

At the same time, our population is aging, and more medical care staff will be needed to deal with a higher technology in medicine.

A limited supply of business students will probably result in more liberal arts graduates being hired for entry level positions. With fewer new college graduates, it is expected that prospective employers will become more flexible in requirements for entry level positions.

A new trend noted by one employer is expansion of the selection (assessment) center concept, which will probably result in a more stringent evaluation of a graduating student's skill levels.

What do you consider as the single most persistent problem when recruiting new college graduates for employment in your organization?

Observations: When listing persistent problems faced by recruiters interviewing on college campuses, surveyed employers suggested some improvements needed in placement offices. First on their list of recommendations was a better knowledge among placement personnel regarding employment opportunities available in their organizations. In the opinions of surveyed employers, placement offices lack understanding of business in the real world, and their graduating students are also poorly informed. Students' unrealistic expectations and a general lack of knowledge about recruiting organizations and their jobs were noted as areas that call for improvement in placement offices.

Another complaint emanating from employers was inflexibility of some placement offices regarding access to resumes prior to campus interviewing. Prospective employers want to prescreen on college campuses wherever possible. These employers also find it helpful to receive knowledge of their interviewing schedules prior to campus visits. Evidently some placement offices refuse to inform employers about numbers or qualifications of interview signups.

Placement staffs that train graduating students for job campaigning should be aware that prospective employers want these individuals to have clearer direction in their career aspirations. It is also the opinion of these employers that graduating students lack understanding of the business world.

Name recognition is also a problem for many organizations, especially small companies. These organizations find themselves doing more "selling" than recruiting. Even large organizations, especially those with name changes, have difficulty with name recognition, which sometimes leads to low response from new college graduates to interviewing schedules or job listings.

Unrealistic salary expectations are another problem for some new college graduates. It was suggested that graduating students check reputable sources for average starting salaries, prior to interviewing or indicating any salary demands, according to surveyed employers.

Another factor influencing starting salaries is lack of prior career-related experiences, which leaves some graduating students with unrealistic or immature views of their job opportunities and knowledge of businesses and how they really work.

Forecasting hiring needs is another problem for prospective employers. Quite often, employers find themselves visiting campus early in their recruitment season with minimal hiring quotas, but later in the year additional hiring quotas may be levied. After employers have completed their interviewing circuits, it is very difficult to refocus messages already left with graduating students. This is especially true when recruiting the very best and brightest of new college graduates who tend to receive several job offers early in the recruiting season.

Responding to outstanding applicants in a timely fashion also poses difficulty. These graduates are sometimes faced with tight deadlines, since many employers are competing for them. Another problem is encouraging the top students with prior internship experiences to interview with other employers, since most top students accept positions with their internship hosts.

Attracting top minority and female candidates is another difficulty. Employers are taking extra steps to increase their visibility among these candidates on campuses by becoming involved in numerous pre-recruitment activities and by establishing ties

with college placement offices, minority/women organizations, internship coordinators and summer employment offices. As always, prospective employers must exert extra efforts to find excellent people to hire, and then attracting these individuals to their organizations is another challenge.

Some surveyed employers identified a lack of skills, prior work experiences, and commitment as negative characteristics of some new college and university graduates. Employers cited poor communication skills, mediocre basics (i.e. reading, writing, mathematics), and marginal interpersonal skills as factors holding back many otherwise promising candidates.

It was recommended by several employers that graduates should gain experiences through internships and cooperative education assignments to help them apply their textbook knowledge to real business problems. Learning to read financial reports and budgets in real world work situations will help graduates greatly.

Several employers called attention to the acute shortage of nurses and allied health graduates that is expected to continue this year. According to employers, there are just not enough of these graduates for available positions. Other candidates in short supply include engineering graduates interested in sales positions, minority and women graduates in technical fields, and qualified students interested in public accounting.

Retention and turnover were also noted as persistent problems. In some cases employers do not have enough turnover to allow recruitment to continue. In other organizations, high levels of turnover exist, so constant recruitment is necessary.

Relocation of graduates continues to be a persistent problem for recruiters. Quite often graduating students are unwilling to locate in remote cities. On occasion, remote locations are small rural communities. And mobility among new college graduates is also a problem. For promotion possibilities, quite often individuals must move to a new location before they are promoted.

Convincing graduating students to accept entry level jobs and perform them is a matter of concern to employers. Too often graduates want to be chief executive officers (CEO's) or divisional managers within three to five years, instead of working their way through the ranks.

With another employer, getting recent graduates interested in low pay and unpopular working hours is a difficulty. According to this employer representative, new graduates search for six months or more before realizing that they have to start somewhere, and then they become interested in working for this organization.

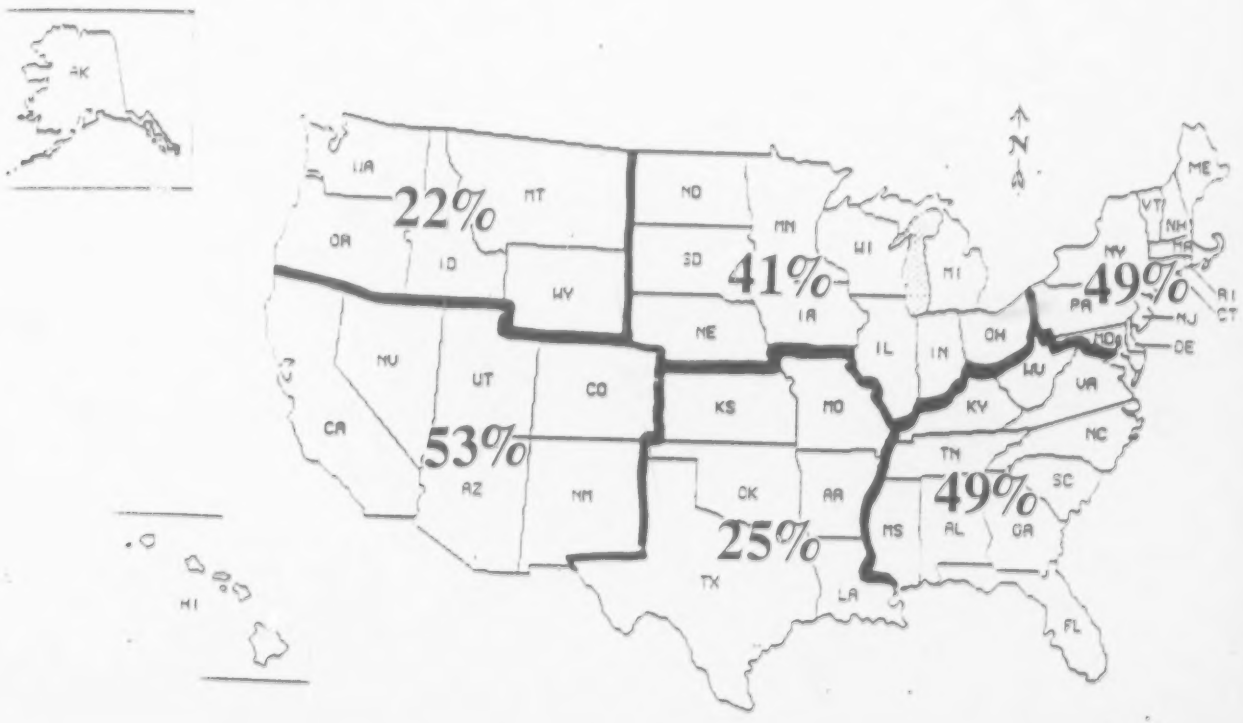
According to another, students want corporate or development jobs, or they are too concerned with the hours they will work. In addition, they establish unrealistic expectations in pay, benefits, and the volume of work they will accomplish. These employers recommended that graduating students need to take a longer view of a career opportunity. It is just that--an opportunity.

Lack of enthusiasm, commitment, interest, and focus are other complaints. Too often graduating students expect starting salaries higher than employers offer, and they are impatient to get to the top right now!!! Unclear career goals further complicate this situation, but these graduates still have high salary expectations and specific locational requirements. Eventually these individuals start in less glamorous positions and work their way into management and supervisory assignments over a period of months or years.

Based upon your experiences, what will be the availability of employment opportunities for new college graduates this year (1989-90) in each of the following geographical regions of the United States? Responses are listed for each GEOGRAPHICAL REGION familiar to the respondents.

	Job Market Conditions This Year												
	Very High Availability		High Availability		Medium Availability		Low Availability		Very Low Availability		Total Response		To-tal
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Geographical regions													
Northeast	31	17	57	32	49	27	22	12	20	11	179	100	2.68
Southeast	17	10	70	39	57	32	15	8	19	11	178	100	2.71
Northcentral	32	14	62	27	102	45	20	9	13	6	229	100	2.65
Southcentral	11	7	31	18	73	43	31	18	22	13	168	100	3.13
Northwest	6	4	28	18	48	31	36	23	36	23	154	100	3.44
Southwest	23	14	59	37	39	24	16	10	24	15	161	100	2.75

Observations: According to the experience and judgment of surveyed employers, the greatest availability of employment opportunities for new college graduates this year will be in the southwestern (53%), northeastern (49%), southeastern (49%), and northcentral (41%) regions of the United States. Good availability of jobs is expected in the southcentral (25%) and northwestern (22%) regions of the United States.



Does your organization require testing of new college graduates for the following:

	Existence of Testing Programs												
	Always		Almost Always		Some-times		Seldom		Never		Total Response		To-tal
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Types of testing required for new hires													
Drug use	137	41	7	2	13	4	17	5	158	48	332	100	3.2
AIDS	10	3	4	1	1	0	17	5	291	90	323	100	4.8
Alcohol level	59	18	4	1	19	6	25	8	218	67	325	100	4.0

Observations: According to employers responding to this survey, required drug testing of new college graduates continues to rise among employers. This year, 47% of surveyed employers are requiring drug testing. This is an increase from 32% in 1988-89, 27% in 1987-88, and 20% in 1986-87.

Testing for alcohol levels among new college graduates was required by 25% of survey respondents, an increase from 14% one year ago, and 9% two years ago.

AIDS testing of new college graduates was required by 4% of the employers responding to this survey, only a slight increase from 3% in 1988-89 and 2% in 1987-88.

If your organization does not presently screen job applicants for the following, do you expect to initiate a testing program?

	Timetable												
	Within One Year		Within Two Years		Within Five Years		Not Likely		Do Not Know		Total Response		To-tal
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
When to start screening job applicants													
Drug use	16	9	20	11	25	14	63	35	55	31	179	100	3.7
AIDS	5	2	5	2	15	6	146	54	99	37	270	100	4.2
Alcohol level	7	3	11	5	13	6	115	50	82	36	228	100	4.1

Observations: Of surveyed employers that do not currently screen job applicants for drug use, 9% intend to initiate a drug testing program within one year, 11% within two years, and 14% within five years. Of the organizations not screening for AIDS, 2% intend to initiate an AIDS testing program within one year, 2% within two years, and 6% within five years. Of organizations not currently screening for alcohol levels, 3% intend to initiate an alcohol testing program within one year, 5% within two years, and 6% within five years.

RESPONSES RECEIVED FROM
ELEMENTARY AND SECONDARY SCHOOL SYSTEMS
for 1989-90

Which category best describes your school district, and how many teachers and other professional staff (full-time equivalent and excluding superintendents, assistant superintendents, principals, and other administrators) are currently on the payroll of your school district? Absolute frequencies are listed for each answer on the first line and percentages of total on the second line. Responses are listed by EMPLOYER CATEGORY.

Size of Organization by
Number of Salaried Employees

School District
Categories

Frequency Percent	1-99	100-499	500-999	1000-4999	5000-9999	10,000+	Total
Rural	5 5.38	11 11.83	1 1.08	0 0.00	0 0.00	0 0.00	17 18.28
Urban	2 2.15	8 8.60	10 10.75	22 23.66	4 4.30	0 0.00	46 49.46
Suburban	0 0.00	11 11.83	10 10.75	6 6.45	2 2.15	1 1.08	30 32.26
Total	7 7.53	30 32.26	21 22.58	28 30.11	6 6.45	1 1.08	93 100.00

Observations: Responses to the 1989-90 Recruiting Trends survey were received from 93 elementary and secondary school districts. School districts with 100 to 499 teachers and other professional staff represented 32.3% of the respondents; those with 1,000 to 4,999 employees were 30.1% of the respondents; and organizations with 500 to 999 professional staff were 22.6% of the respondents. School districts with 1 to 99 employees were represented by 7.5% of the respondents; those with 5,000 to 9,999 teachers and professional staff represented 6.5% of the respondents; and 1.1% of the respondents were school districts with 10,000 or more professional staff.

Urban school districts were represented by 49.5% of the respondents, suburban by 32.3%, and rural by 18.3% of the respondents.

These data adequately describe the size and demographic diversity of school districts included in this survey.

In the last five years, what percentage change has occurred in the number of teachers, administrators, and other professional staff working for your school district, and this year (1989-90), what change is anticipated? Responses are listed by EMPLOYER CATEGORY.

	Change in Employees Last 5 Years		Average Change in Employees Last 5 Yrs		Change in Employees Expected This Year	
	Number of Employers	Percent	Number of Employers	Percent	Number of Employers	Percent
School Type						
Rural	16	0.9	16	0.2	17	0.8
Urban	42	2.1	42	0.4	42	0.6
Suburban	29	10.4	29	2.1	29	5.3
Total	87	4.7	87	0.9	88	2.2

Observations: According to school districts responding to this survey, the staff size of suburban school district has increased by 2.1% each year during the last five years. During this time, the staffs of urban school districts have increased by 0.4% and rural school districts by 0.2%.

This year, suburban school districts expect an increase of 5.3% in their teachers and professional staff: rural school districts, 0.8%, and urban districts, 0.6%.

Responses are listed by EMPLOYER SIZE.

	Change in Employees Last 5 Years		Average Change in Employees Last 5 Yrs		Change in Employees Expected This Year	
	Number of Employers	Percent	Number of Employers	Percent	Number of Employers	Percent
School Sizes						
1-99	6	-8.5	6	-1.7	7	1.7
100-499	30	6.0	30	1.2	29	3.4
500-999	21	2.9	21	0.6	21	0.7
1000- 4999	23	6.0	23	1.2	24	1.5
5000- 9999	6	6.2	6	1.2	6	3.7
10,000+	1	40.0	1	8.0	1	7.0
Overall Totals	87	4.7	87	0.9	88	2.2

Observations: The number of teachers and other professional staff working for school districts increased by an average of 0.9% each year during the last five, according to school districts surveyed on this question. The largest increase (4.0% per year) was reported by school districts with more than 10,000 professional employees. School districts with 5,000 to 9,999 employees, 100 to 499 employees, and 1,000 to 4,999 employees all experienced increases averaging 1.2%. An increase of only 0.6% was reported by school districts with 500 to 999 employees, and a decrease of 1.7% was reported by school districts with 1 to 99 employees.

This year (1989-90), increases in professional staff are expected by school districts with 5,000 to 9,999 employees (3.7%), 10,000 or more employees (3.5%), and 100 to 499 employees (3.4%). Moderate increases are expected by school districts with 1 to 99 employees (1.7%), 1,000 to 4,999 employees (1.5%, and 500 to 999 employees (0.7%).

Continued . . .

In the last five years, what percentage change has occurred in the number of teachers, administrators, and other professional staff working for your school district, and this year (1989-90), what change is anticipated? Responses are listed by GEOGRAPHICAL REGION.

	Change in Employees Last 5 Years		Average change in Employees Last 5 Yrs		Change in Employees Expected This Year	
	Number of Employers	Percent	Number of Employers	Percent	Number of Employers	Percent
Geographical Regions						
Northeast	10	2.8	10	0.6	9	1.1
Southeast	8	9.4	8	1.9	8	3.1
Northcentral	46	3.9	46	0.8	47	2.2
Southcentral	9	2.9	9	0.6	10	1.3
Northwest	5	-0.8	5	-0.2	5	3.0
Southwest	9	11.2	9	2.2	9	2.6
Overall Totals	87	4.7	87	0.9	88	2.2

Observations: According to geographical regions, changes in number of professional employees working for school districts vary. In the southwestern region, for instance, an increase of 2.2% was experienced during the last five years, and in the southeastern region, an increase of 1.9% was reported. Very moderate increases of 0.8% in the northcentral region, 0.6% in the northeastern region, and 0.6% in the southcentral region were experienced. In the northwestern region, a decrease of 0.2% was identified.

This year (1989-90), substantial increases of school professional employees are expected in the southeastern region (3.1%), the northwestern region (3.0%), and in the southwestern region (2.6%). Smaller increases are expected in the northcentral region (2.2%), the southcentral region (1.3%), and in the northeastern region (1.1%).

How many new teachers and other professional staff were hired last year (1988-89) by your school district, and how many do you expect to hire this year (1989-90)? Responses are listed by EMPLOYER CATEGORY.

	Number of New Teachers Hired Last Year			Anticipated New Teachers Hired This Year			Change from Last Year
	Number of Employers	Total Hired	Average	Number of Employers	Total Hired	Average	Percent
School Type							
Rural	17	189	11	16	172	11	-3.3
Urban	45	5,626	125	44	5,198	118	-5.5
Suburban	27	3,362	125	29	3,579	123	-0.9
Overall Totals	89	9,177	103	89	8,949	101	-2.5

Observations: Surveyed school districts expect to hire 2.5% fewer new teachers and other professional staff this year. Hiring is expected to decrease by 5.5% in urban school districts, 3.3% in rural districts, and 0.9% in suburban districts.

Responses are listed by GEOGRAPHICAL REGION.

	Number of New Teachers Hired Last Year			Anticipated New Teachers Hired This Year			Change from Last Year
	Number of Employers	Total Hired	Average	Number of Employers	Total Hired	Average	Percent
Geographical Regions							
Northeast	9	1,366	152	10	1,162	116	-23.4
Southeast	8	2,491	311	8	2,787	348	11.9
Northcentral	46	1,396	30	47	1,344	29	-5.8
Southcentral	10	2,175	218	10	2,077	208	-4.5
Northwest	5	599	120	4	536	134	11.9
Southwest	11	1,150	105	10	1,043	104	-0.2
Overall Totals	89	9,177	103	89	8,949	101	-2.5

Observations: According to surveyed school districts, increases in hiring of teachers and other professional personnel will occur in the southeastern region (11.9%) and the northwestern region (11.9%). All other regions of the country are expecting decreases in hiring: northeastern region (-23.4%), southwestern region (-0.2%), northcentral region (-5.8%), and southcentral region (-4.5%).

How many new teachers and other professional staff were hired last year (1988-89) by your school district, how many were new teachers with no prior experience, how many were minorities (Black, Hispanic, Native American, or Asian/Pacific Islanders), and how many were women? Responses are listed by EMPLOYER CATEGORY.

New Teachers Hired Last Year	Total Number of New Teachers Hired		New Teachers without Experience			New Minority Teachers			New Women Teachers		
	Number of Employers	Total Hired	Number of Employers	Total Hired	Percent	Number of Employers	Total Hired	Percent	Number of Employers	Total Hired	Percent
School Type											
Rural	17	189	11	52	27.5	17	32	16.9	17	111	58.7
Urban	45	5,626	38	2,443	43.4	44	1,477	26.3	42	3,741	66.5
Suburban	27	3,362	22	564	16.8	27	409	12.2	25	2,407	71.6
Overall Totals	89	9,177	71	3,059	33.3	88	1,918	20.9	84	6,259	68.2

Observations: Among surveyed employers, 33.3% of new teachers and other professional staff hired last year had no prior experience. Urban school districts hired 38.5% without experience, and rural areas 27.5%. Suburban districts hired 16.8% without experience.

Minority teachers represented 20.9% of the new teachers hired last year by surveyed employers. Urban areas hired 26.3% minority teachers, rural areas 16.9%, and suburban areas 12.2%.

Women teachers were 68.2% of the new professionals hired. Suburban districts hired 71.6% women, urban districts 66.5%, and rural districts 58.7%.

Continued . . .

How many new teachers and other professional staff were hired last year (1988-89) by your school district, how many were new teachers with no prior experience, how many were minorities (Black, Hispanic, Native American, or Asian/Pacific Islanders), and how many were women? Responses are listed by GEOGRAPHICAL REGION.

New Teachers Hired Last Year	Total Number of New Teachers Hired		New Teachers without Experience			New Minority Teachers			New Women Teachers		
	Number of Employers	Total Hired	Number of Employers	Total Hired	Percent	Number of Employers	Total Hired	Percent	Number of Employers	Total Hired	Percent
Geographical Regions											
Northeast	9	1,366	8	692	50.7	9	343	25.1	9	1,092	79.9
Southeast	8	2,491	4	327	13.1	8	343	13.8	8	1,851	74.3
Northcentral	46	1,396	36	626	44.8	46	182	13.0	44	855	61.2
Southcentral	10	2,175	10	892	41.0	10	816	37.5	10	1,687	77.6
Northwest	5	599	5	174	29.0	5	14	2.3	4	311	51.9
Southwest	11	1,150	8	348	30.3	10	220	19.1	9	463	40.3
Overall Totals	89	9,177	71	3,059	33.3	88	1,918	20.9	84	6,259	68.2

Observations: According to surveyed employers, hiring practices vary by geographical region, especially when hiring new teachers without experience, minority teachers, and women teachers.

The highest percentages of new teachers hired without experience were reported in the northeastern region (50.7%), the northcentral region (44.8%), and the southcentral region (41.0%). The other regions reported smaller percentages: northwestern region (29.0%), southwestern region (30.3%), and the southeastern region (13.1%).

Minority teachers represented 37.5% of the new hires in the southcentral region and 25.1% in the northeastern region. Percentages in the other regions were lower: southwestern region (19.1%), southeastern region (13.8%), and northcentral region (13.0%).

Women teachers represented 79.9% of the new hires in the northeastern region, 77.6% in the southcentral region, 74.3% in the southeastern region, 61.2% in the northcentral region, and 51.9% in the northwestern region. Only in the southwestern region, less than a majority of the new hires were women (40.3%).

In your opinion, how would you rate the overall job market for new college graduates this year (1989-90) in each of the following categories? Responses are listed for each SUBJECT AREA at the bachelor's degree level.

	Overall Job Market												
	Considerable Surplus		Surplus		About Balanced		Shortage		Considerable Shortage		Total Response		Total
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Types of Staff Needed													
Early Childhood	12	16	21	29	19	26	15	21	6	8	73	100	2.8
Early Elementary	28	39	24	33	13	18	6	8	1	1	72	100	2.0
Later Elementary	24	33	25	34	14	19	9	12	1	1	73	100	2.2
Agricultural Ed	5	11	8	17	22	48	10	22	1	2	46	100	2.9
Art Ed	12	17	26	37	27	39	4	6	1	1	70	100	2.4
Bilingual Ed	1	2	2	3	9	14	29	46	22	35	63	100	4.1
Business Ed	6	8	31	43	32	44	1	1	2	3	72	100	2.5
Computer Science	.	.	7	10	39	57	21	30	2	3	69	100	3.3
Elementary Counselor	3	4	13	19	29	43	20	30	2	3	67	100	3.1
Secondary Counselor	6	8	13	18	37	51	15	21	1	1	72	100	2.9
Data Processing	2	3	11	18	30	48	19	31	.	.	62	100	3.1
Driver Education	5	8	18	29	29	47	6	10	4	6	62	100	2.8
English	8	11	30	43	28	40	4	6	.	.	70	100	2.4
French	.	.	10	14	35	50	24	34	1	1	70	100	3.2
German	.	.	8	12	29	43	25	37	6	9	68	100	3.4
Latin	1	2	4	6	22	34	25	39	12	19	64	100	3.7
Spanish	1	1	11	15	28	39	27	38	4	6	71	100	3.3
Health Ed	17	24	23	32	26	36	6	8	.	.	72	100	2.3
Home Economics	9	13	26	36	34	47	3	4	.	.	72	100	2.4
Industrial Arts	5	7	19	27	25	35	21	30	1	1	71	100	2.9
Journalism	2	3	16	25	37	59	7	11	1	2	63	100	2.8
Librarians	.	.	12	16	32	43	23	31	7	9	74	100	3.3
Mathematics	1	1	9	13	33	47	18	26	9	13	70	100	3.4
Instrumental Music	.	.	20	28	43	61	5	7	3	4	71	100	2.9
Strings Music	.	.	13	20	35	53	10	15	8	12	66	100	3.2
Vocal Music	2	3	16	23	45	63	6	8	2	3	71	100	2.9
Physical Ed	37	50	25	34	11	15	1	1	.	.	74	100	1.7
Reading Instruction	3	4	12	17	35	49	18	25	3	4	71	100	3.1
School Nurse	4	7	10	18	29	53	7	13	5	9	55	100	3.0

Continued . . .

In your opinion, how would you rate the overall job market for new college graduates this year (1989-90) in each of the following categories? Responses are listed for each SUBJECT AREA at the bachelor's degree level.

	Overall Job Market												
	Considerable Surplus		Surplus		About Balanced		Shortage		Considerable Shortage		Total Response		Total
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Types of Staff Needed													
School Psychologist	.	.	6	9	22	32	27	40	13	19	68	100	3.7
School Social Worker	1	2	10	16	27	44	20	33	3	5	61	100	3.2
Biological Sciences	3	4	17	24	39	54	12	17	1	1	72	100	2.9
Chemistry	.	.	3	4	29	41	34	48	5	7	71	100	3.6
Earth Science	1	1	8	11	37	53	21	30	3	4	70	100	3.2
General Science	1	1	10	14	46	67	10	14	2	3	69	100	3.0
Physics	.	.	4	6	22	31	34	48	11	15	71	100	3.7
Social Sciences	28	38	26	36	18	25	.	.	1	1	73	100	1.9
Speech/Communications	3	4	18	26	34	49	10	14	4	6	69	100	2.9
Spec Ed of Emotionally Disturbed	1	1	.	.	8	11	39	53	26	35	74	100	4.2
Spec Ed of Gifted	1	1	2	3	35	50	22	31	10	14	70	100	3.5
Spec Ed of Hearing impaired	.	.	1	1	17	25	29	42	22	32	69	100	4.0
Spec Ed of Learning Disabilities	.	.	4	5	17	23	33	45	19	26	73	100	3.9
Spec Ed of Mentally Handicapped	.	.	7	10	14	19	36	49	16	22	73	100	3.8
Spec Ed of Multiply Handicapped	.	.	.	.	14	20	33	46	24	34	71	100	4.1
Spec Ed of Physically Handicapped	.	.	1	1	11	16	36	52	21	30	69	100	4.1
Spec Ed of Visually Impaired	.	.	1	2	16	24	32	48	17	26	66	100	4.0
Speech Pathologist	.	.	5	7	15	21	23	33	27	39	70	100	4.0
Education Admin	3	5	18	30	28	46	7	11	5	8	61	100	2.9

Continued . . .

In your opinion, how would you rate the overall job market for new college graduates this year (1989-90) in each of the following categories? Responses are listed for each SUBJECT AREA.

Definitions: Considerable Surplus (1): Many more new graduates than positions. Surplus (2): A few more new graduates than positions. About Balanced (3): Approximately as many positions as new graduates. Shortage (4): A few more positions than new graduates. Considerable Shortage (5): Many more positions than new graduates.

Observations: School districts responding to this survey rated the overall job market for new teacher education graduates and professional staff in each subject area. Responses received from employers, listed from highest demand to lowest, are provided below:

Shortage: Special education of emotionally disturbed, special education of multiply-handicapped, bilingual education, special education of physically handicapped, special education of visually impaired, special education of hearing impaired, speech pathologist/ audiologist, special education of learning disabilities, special education of mentally handicapped, Latin, physics, school psychologist, chemistry, education of the gifted, and mathematics.

Supply Equal to Demand: German, librarians, computer science, Spanish, strings music, school social worker, French, earth science, data processing, reading instruction, elementary counselor, school nurse, general science, agricultural education, instrumental music, secondary counselor, vocal music, education administration, speech/communications, biological sciences, industrial arts, early childhood, journalism, driver education, and business education.

Surplus: English, home economics, art education, health education, later elementary, early elementary, social sciences, and physical education.

This year (1989-90), what factors will significantly influence the hiring of new teacher education graduates in your organization?

Observations: According to school districts responding to this year's Recruiting Trends survey, several factors will have significant influence on the hiring of new teacher education graduates. Most notable among these will be enrollment trends (either increases or decreases), retirements of current employees, recruitment of high demand majors, funding for schools, and availability of minority candidates. Each of these factors will be briefly discussed.

The most influencial factor will be enrollment increases or decreases in public school districts, according to surveyed employers. This will have a substantial impact on hiring trends in school districts, as always. Increased enrollments are occurring in some districts, and declining student enrollments are experienced by others. Depending on the enrollment trends, school districts are either hiring or laying off personnel. Among those districts with enrollment increases, recruitment of new teacher education graduates is brisk, if not frantic at times. Housing starts, according to these employers, offer a very good indication of anticipated enrollment increases. On occasion, current economic conditions will also influence enrollment increases or decreases. In some districts, however, enrollments are increasing at the elementary level and declining at the secondary levels. Almost all districts are experiencing an increase in special education students, which translates to need for additional special education teachers.

Retirements and turnover of current staff will be another primary factor influencing availability of vacancies this year. According to employers, retirements are prominent in some districts and locales, and in other districts, individuals eligible for retirement are holding onto their jobs. When resignations occur, new staff are hired. Otherwise, limited openings are experienced. Some districts are considering financial incentives to encourage retirements.

In Wisconsin, another factor is playing a part. School districts in that state are in the final thirteen months of a window where staff at least fifty-five years of age may take early retirement without penalty. This may create an unusually large number of vacancies this year, but vacancies will probably level off next year.

General economic conditions also influence turnover. When current teaching staff and retirees can find other work, besides teaching, resignations and turnover occur, but this year retirements and turnover are not as active as they were a year ago, which might be a good indication of tighter economic conditions surrounding local school districts.

Demand for minority applicants continues this year. Especially in urban and suburban school districts, more minority teachers are needed. In the opinion of one school district personnel representative, colleges and universities are not actively recruiting these individuals into teacher education programs. In another district, employment of minority teachers must reach at least twelve percent in each school of the district, as prescribed by a court order.

Other high demand categories include teachers of special education, mathematics, and sciences. Most notable in special education is a high turnover of employees because of "burn out." Employees in these positions are switching to regular elementary assignments, so special education openings, not elementary education, are listed with placement offices as available employment opportunities.

Limited funding, stressed financial conditions, and losses of millage issues are facing other school districts. As one employer described it, there is need for more "money, money, money." This seems to be an especially significant factor this year in many districts. If school districts only had more money, they could hire more new staff, and some of the hires would be new personnel.

Negotiations with current teachers for salaries and wages contribute to the financial concerns in many districts. Among those districts strapped financially, significant increases in wages will substantially decrease the availability of positions for new teachers. If wages could be kept at a lower level, then more new staff would be hired, but substantial wage increases mean substantial losses in available teaching positions.

A diminishing supply of outstanding new teacher education graduates is a concern among some responding employers, and one employer is concerned about the diminishing supply of experienced personnel.

Another influencial factor relates to active participation of new teacher education graduates in coaching and extra-curricular activities. Since personnel are needed to supervise these activities, school districts are looking to new hires for these capabilities, and those graduates willing and competent to supervise such assignments are given greater consideration for available employment opportunities.

Recruiting new applicants with appropriate certification is another matter of concern among employers. It seems that many applicants are available, but they often lack proper certification for available positions.

Other considerations of surveyed employers include effective school training; enthusiasm to teach; experience with children of diverse cultural, racial, and ethnic backgrounds; strong student teaching reports; academic achievement reflected by GPAs of 3.0 or better; and excellent communication skills, empathy, and rapport-building skills.

What was the annual starting salary for new bachelor's degree graduates on your school district's pay schedule last year (1988-1989), and what annual starting salary do you expect this year (1988-1989)? Responses are listed for each EMPLOYER CATEGORY.

	Starting Salary for B.A. Last Year		Starting Salary for B.A. This Year		Change from Last Year
	Number of Employers	Average	Number of Employers	Average	Percent
School Type					
Rural	16	$18,492	15	$19,258	4.1
Urban	46	$19,171	43	$20,298	5.9
Suburban	29	$20,350	29	$21,622	6.3
Overall Totals	91	$19,428	87	$20,560	5.8

Observations: The average annual starting salary expected this year for new bachelor's degree graduates with no experience is $20,560, according to surveyed school districts.

Suburban school districts expect starting salaries slightly higher than the average. In these districts, an average of $21,622 is expected. Urban districts are expected to pay $19,171, and rural districts $18,492.

Increases from last year averaged 5.8% for all surveyed school districts. Suburban districts increased their starting salaries an average of 6.3%, urban districts 5.9%, and rural districts 4.1%.

Responses are listed by GEOGRAPHICAL REGION.

	Starting Salary for B.A. Last Year		Starting Salary for B.A. This Year		Change from Last Year
	Number of Employers	Average	Number of Employers	Average	Percent
Geographical Regions					
Northeast	10	$20,770	10	$22,463	8.2
Southeast	8	$20,126	8	$21,272	5.7
Northcentral	48	$19,358	45	$20,445	5.6
Southcentral	10	$18,599	10	$19,820	6.6
Northwest	5	$16,588	5	$17,429	5.1
Southwest	9	$20,306	8	$21,197	4.4
Overall Totals	90	$19,440	86	$20,578	5.9

Observations: Starting salaries for teachers and other education professionals at the bachelor's degree level also varied by geographical region of the country. Highest among starting salary averages for this year were school districts in the northeastern region ($22,463), the southeastern region ($21,272), and the southwestern region ($21,197). Averages expected in other regions were: northcentral ($20,445), southcentral ($19,820), and northwestern region ($17,429).

Continued . . .

What was the annual starting salary for new bachelor's degree graduates on your school district's pay schedule last year (1988-1989), and what annual starting salary do you expect this year (1988-1989)? Responses are listed by EMPLOYER SIZE.

	Starting Salary for B.A. Last Year		Starting Salary for B.A. This Year		Change from Last Year
	Number of Employers	Average	Number of Employers	Average	Percent
School Sizes					
1-99	7	$16,512	7	$17,225	4.3
100-499	29	$19,409	27	$20,349	4.8
500-999	21	$19,568	20	$20,950	7.1
1000- 4999	26	$19,788	25	$21,074	6.5
5000- 9999	6	$21,119	6	$22,315	5.7
10,000+	1	$19,000	1	$20,000	5.3
Overall Totals	90	$19,440	86	$20,578	5.9

Observations: Size of school district also influences starting salaries, according to surveyed school systems. Except for starting salaries in one school district with 10,000 or more professional staff, starting salaries are higher for larger school districts. Those districts with 5,000 to 9,999 employees are expecting to pay $22,315, districts with 1,000 to 4,999 employees are expecting to pay $21,074, and school systems of 500 to 999 employees are paying $20,950. For school systems of 400 to 499 employees, the average is expected at $20,349, and districts with fewer than 100 employees are expecting to pay an average of $17,225 this year.

What was the annual starting salary for new master's degree graduates with no prior experience on your school district's pay schedule last year (1988-1989), and what annual starting salary do you expect this year (1988-1989)? Responses are listed for each EMPLOYER CATEGORY.

	Starting Salary for M.A. Last Year		Starting Salary for M.A. This Year		Change from Last Year
	Number of Employers	Average	Number of Employers	Average	Percent
School Type					
Rural	10	$20,281	10	$21,320	5.1
Urban	39	$20,805	36	$22,026	5.9
Suburban	25	$22,091	26	$23,523	6.5
Overall Totals	74	$21,169	72	$22,469	6.1

Observations: The average annual starting salary expected this year for new master's degree graduates with no prior experience is $22,469, according to surveyed school districts.

Suburban school districts expect starting salaries this year to average $23,523; urban districts, $22,026; and rural districts, $21,320.

Increases from last year averaged 6.1% for all surveyed school districts. Suburban districts expect to increase their starting salaries for master's degree graduates by 6.5%. For urban districts, an increase of 5.9% is expected, and for rural districts, a 5.1% increase.

Responses are listed by GEOGRAPHICAL REGION

	Starting Salary for M.A. Last Year		Starting Salary for M.A. This Year		Change from Last Year
	Number of Employers	Average	Number of Employers	Average	Percent
Geographical Regions					
Northeast	9	$22,497	9	$24,406	8.5
Southeast	5	$22,510	5	$23,604	4.9
Northcentral	37	$21,284	36	$22,486	5.6
Southcentral	10	$19,208	10	$20,554	7.0
Northwest	4	$19,585	4	$20,563	5.0
Southwest	8	$21,785	8	$22,846	4.9
Overall Totals	73	$21,195	72	$22,469	6.0

Observations: Starting salaries for master's degree graduates are expected to be highest among school districts in the northeastern region ($24,406), southeastern region ($23,604), and southwestern region ($22,846).

Observations: According to surveyed employers, size of school district has a significant influence on starting salaries expected for master's degree graduates. Expected starting salary averages for this year were $24,081 for school districts with 5,000 to 9,999 employees, $22,368 for school systems with 1,000 to 4,999 employees, and $22,713 for districts with 500 to 999 employees. Smaller school districts expected lower starting salaries: $22,173 for districts with 100 to 499 employees and $20,720 for employers with one to 99 employees.

Responses are listed by EMPLOYER SIZE.

	Starting Salary for M.A. Last Year		Starting Salary for M.A. This Year		Change from Last Year
	Number of Employers	Average	Number of Employers	Average	Percent
School Sizes					
1-99	3	$19,740	3	$20,720	5.0
100-499	22	$21,137	22	$22,173	4.9
500-999	18	$21,094	18	$22,713	7.7
1000- 4999	24	$21,119	23	$22,368	5.9
5000- 9999	6	$22,737	6	$24,081	5.9
10,000+	0	.	0	.	.
Overall Totals	73	$21,195	72	$22,469	6.0

How many campuses did your school district visit for recruiting purposes last year (1988-89), and how many campuses does your school district expect to visit this year (1989-90)? Responses are listed by EMPLOYER CATEGORY.

	Campus Visits Last Year		Campus Visits This Year		Change from Last Year
	Number of Employers	Average	Number of Employers	Average	Percent
School Type					
Rural	17	2	17	3	12.2
Urban	43	17	45	17	4.5
Suburban	29	13	27	16	15.9
Overall Totals	89	13	89	14	9.0

Observations: According to school district responding, an average of 13 campuses were visited for recruiting last year. Average estimates for this year's campus visits are 14 per employer. Among surveyed employers, an average 9.0% more campus visits are expected this year.

Urban school districts each visited an average of 17 campuses last year and expect to visit 17 each again this year. Suburban districts visited an average of 13 each last year, and expect to visit about 17 each this year. For rural school districts, very few campus visits were conducted (2 each) last year, and an increase to 3 each is expected this year.

How many interviewing schedules did your school district arrange for recruiting purposes on college campuses last year (1988-89), and how many does your school district expect to arrange this year (1989-90)? Responses are listed by EMPLOYER CATEGORY.

	Interview Schedules Arranged Last Year		Interview Schedules Expected This Year		Change from Last Year
	Number of Employers	Average	Number of Employers	Average	Percent
School Type					
Rural	13	28	14	26	-8.1
Urban	32	97	34	115	18.8
Suburban	23	75	23	169	125.4
Overall Totals	68	76	71	115	50.6

Observations: Surveyed employers expect to increase on-campus interviewing schedules by 50.6% this year. Suburban school districts are expecting the greatest increases (125.4%). An increase of 18.8% is expected from urban districts, and rural districts are expecting to decrease interviewing schedules by 8.1%.

How many new college graduates reneged on offers of employment from your school district last year (1988-89), and if your school district reneged on any offers of employment last year, how many new college graduates were involved? Responses are listed by EMPLOYER CATEGORY.

	Number of Students Reneging Last Year		Number of Orgs. Reneges Last Year	
	Number of Employers	Total Reneges	Number of Employers	Total Reneges
School Type				
Rural	16	36	16	0
Urban	44	544	44	74
Suburban	26	36	28	37
Overall Totals	86	616	88	111

Observations: Among 86 employers responding to this question, 616 cases were reported of new college graduates reneging on offers of employment from school districts last year. The highest numbers of cases were reported by urban school districts, a total of 544 cases, or an average of 12 cases each.

Employers also reported cases of their organizations reneging on offers of employment to graduating students, a total of 111 cases.

Within five (5) years after joining your school district, approximately what percentage of new teacher education graduates hired with only bachelor's degrees will probably obtain master's degrees? Responses are listed by EMPLOYER CATEGORY.

	Obtaining M.A. Within Five Years	
	Number of Employers	Percent
School Type		
Rural	16	30.3
Urban	45	36.4
Suburban	23	41.9
Overall Percent	84	36.7

Observations: Of new teacher education graduates hired by employers with only bachelor's degrees, approximately 36.7% probably obtain master's degrees within five years after joining the school districts, according to surveyed employers. The highest percentage was reported by suburban school districts (41.9%). Rural school districts reported the lowest percentage (30.3%). Urban districts almost matched the average (36.4%).

When interviewing new teacher education graduates for employment in your school district, what are <u>your favorite or most often used questions</u>?

Observations: <u>Motivation and Personality:</u> Tell me about yourself. What motivated you to enter teaching? What are your long range-career plans? Why have you selected education as a profession? Tell me about the teacher you would most like to emulate. Why did you decide to enter the field of education and your subject area in particular? Why did you want to become a teacher? What do you enjoy most about teaching?

What do you feel would be the most significant contribution you could make to our organization? How long would you plan to teach at this district? What is there about you that would cause a district to hire you over others? Are you interested in moving to this area?

What are your future career goals -- educational and professional? What do you expect to be doing five years from now?

<u>Academic Preparation:</u> What are your areas of certification? Tell me more about your other college coursework.

<u>Student Teaching Experience:</u> Describe your student teaching experience. Please tell me about your practice teaching and other work experiences with children. Did you enjoy your student teaching? Tell me about your class during student teaching. What was the highlight? What was the worst problem you had? How did you handle it? How did you generate the desire to learn in your students? Describe one activity or lesson that you were particularly proud of that you accomplished during your student teaching experience. What adjectives would your students use to describe you?

Did you have any discipline problems? If not, how do you account for that? If so, what behavior modification program did you use? How would you judge your success as a teacher?

Describe your community and parent involvement. What evidence can you cite of rapport-building in your teaching experiences? Are you able to teach minority students? What are your strengths when working with students?

<u>Teaching Techniques and Style</u>: What approaches or techniques work best for you in teaching? Explain your style of teaching--strategies, methodologies, techniques. What innovative ideas would you like to use in your classroom? Describe what I would see if I walked into your classroom while school was in session. What area would you like to strengthen? What is your grading philosophy? What are the traits of a good teacher? Please tell me about your best, worst teaching experience scenario.

What do you feel are your greatest teaching strengths? What seem to be your greatest teaching weaknesses?

In what kind of work environment are you most comfortable? (Look for: Poise, interest, humanistic attitude, attitude on interrelation of school, teacher, administration, community, communication--verbal/non-verbal. Indication of lesson design techniques. Attitudes toward student, parents, community, co-workers.) How do you feel about the self-contained classroom? Departmentalized upper grades?

What lesson components do you include in your teaching? Do you believe in detailed lesson plans?

Why should a student take a course in your particular discipline? How would you approach your first assignment? How would you incorporate all aspects of the curriculum in your lessons? What goals do you establish for yourself in this setting?

How do you accommodate individual differences? What experiences do you have with implementing individualization? What steps would you take to improve a student's self-concept? What techniques would you use to motivate students? How would you motivate the hard-to-reach child? What techniques do you use to reach students? What responsibilities will your students have for their learning?

What is your philosophy of disciplining? What are your ideas about discipline? How do you teach reading and/or how do you effect good classroom management? What are your convictions regarding discipline? Should teachers paddle students?

Would you feel comfortable when teaching the educationally and culturally deprived child?

What is your greatest concern when in a classroom? What is the role of the teacher in the school? Why are teachers becoming more militant?

What are your extra-curricular interests and hobbies? How would you supervise others? Are you willing to accept added responsibilities?

How do you receive feedback, appropriate criticism? How will you appraise your teaching performance? How would you define teaching as a job? As a profession? How do you keep current in the field? Are you prepared to work extended hours? Attend inservices?

Knowledge of the Employer: What do you think you could contribute to our school system? What do you know about our school district? Town? Why do you want to be a teacher in our district? What do you wish to contribute to our school and our children? Have you thought about life in a rural area? Where is xyz, Michigan? Are you willing to relocate?

Hypothetical Questions: What would you do if: (a) You caught a student cheating? (b) A student never had his/her homework completed? (c) A student seemed to be an outcast in the class? (d) You knew a student had a very serious personal problem?

How would you communicate with parents? How would you start your first day of school with students?

How will you go about meeting the needs of exceptional students? Describe the best teacher you have known. How would you respond to a situation like xyz?

How would you handle an incorrect oral answer? Do you view the role of the teacher as instructor or facilitator? What strategies do you use to evoke higher order thinking?

How important is it for you as a teacher to assist in the development of a positive self-concept in students? How would you do this? What is your greatest strength as a teacher? What evidence can you share that students learn and respond to you better than most?

Explain those teaching strategies that have been most success for you. Why? If money were unlimited, how would you improve education?

Please give examples of effective lessons, classroom management, learning styles, teaching methods, interpersonal skills, communications.

Structured Interviews: Some employers use structured interview formats (i.e. Ventures for Excellence--Teacher Selection, Teacher Perceiver Interview from Selection Research Inc., and Targeted Selection from Developmental Dimensions Inc (DDI). Situational-type questions are used (i.e., What would you do if...? How would you ...?).

Some districts have designed their own interview formats covering mission, organization and planning, instruction, curriculum, evaluation, classroom management, and interpersonal skills.

Another form of structured interviews are the psychological basis interviews. Questions are general and lead to questions involving higher thought processes--always metacognition--always background (beginning open ended)--always teacher effectiveness type questions. In these situations, a standard form is used, and all applicants are asked the same questions during each interview.

What suggestions do you have for new teacher education graduates when interviewing for job opportunities with school districts?

Observations: When advising new teacher education graduates on preparations prior to interviewing, responding employers had some very good suggestions. Most notable among these was a recommendation that graduates come well-prepared for the interview. It would be advisable to anticipate employer questions and prepare some succinct answers that will adequately describe your prior teaching experiences. Employers recommended a familiarity with current educational theories related to effective schools and effective instruction. Some of the specific recommendations offered by surveyed employers for teaching candidates are listed below.

Additional knowledge and a philosophy regarding student learning is needed, and certainly walk into an interview in a relaxed but not slouching manner. However, arrogance is not appropriate either.

Make certain that you have an excellent student teaching experience and receive high recommendations from these experiences. New teacher education graduates are primarily judged by recommendations received from these experiences. Have a clear mission and accurate understanding of the goals for the educational program you are providing. Be prepared to describe your experiences during student teaching, specifically things related to classroom management, curriculum development, and instructional techniques.

Gain other teaching experiences besides student teaching. As a substitute teacher or in another teaching capacity, work in a desegregated environment with children from varied cultural, racial, and ethnic backgrounds. Individuals with more teaching experiences will receive greater consideration from prospective employers.

Be prepared for a variety of interviewing techniques. Each employer has their preferences regarding good questions and good interviewing strategies, so be prepared for quite a variety of methods. An interviewee should know how he/she will respond to questions posed by employers.

Dress appropriately. Those who look their best, present a professional appearance, and are on time will make an excellent first impression, which is very important with prospective employers.

Present a neat, complete resume. Make sure your resume and teacher application (typed) are error free! Don't try to impress employers with handouts. And for secondary education majors, know North Central requirements for your major and minor subject areas.

Show comfort and a straightforward manner when interviewing. Have practice interviews, possibly with the principal at the school where you practice taught. Be truthful, but don't be afraid to ask for clarification, and don't be afraid to say, "I don't know the answer to that question."

Maintain excellent eye contact throughout the interview. Use of appropriate English grammar, a strong voice, and varied inflection are suggested. Be careful of "you know" and "ya." Smile and have a pleasant manner. Speak with animation, and demonstrate some humor when appropriate.

Ask questions if you sincerely have them, but do not feel obligated to ask inane questions. Don't talk too much!

Be positive, sincere, and honest about your expectations, concerns, and locational preferences. Present a confident image; demonstrate an assertive, upbeat, and out-going personality; and be enthusiastic about life and teaching.

Organize your thoughts before speaking. Give answers with specifics or examples in addition to belief statements. Have opinions. Stress quality and a child-centered orientation. Answer questions with complete, but concise, answers. Do not use too many "pat answers. "Sell" yourself into a job you really want. Don't answer questions with just "yes" or "no."

Candidates should listen to the questions carefully; and if misunderstood, request that the question be asked again. At times, candidates talk for a lengthy period, but they do not really answer the question. Bring samples of lesson plans and materials used when student teaching. Study the literature about an institution. Always visit the school and staff before signing a contract. Know where the district is located and something about the system before interviewing.

Be prepared to coach, direct physical education activities, be a club advisor, or supervise other extra-curriculars.

Periodically contact the personnel office after an interview. Follow up in writing, but do not "bug" the personnel office with too many phone calls (i.e. the habitual caller). After each interview, review what happened and plan how you could do better the next time.

Become certified in an area of demand rather than those of considerable surplus, if you do not get a teaching position right away. And most of all, don't worry too much, because most new graduates do very well when interviewing!

What is the attitude of your school district towards hiring handicappers? Responses are listed by EMPLOYER CATEGORY.

	Response Categories												
	Always		Almost Always		Some-times		Seldom		Never		Total Response		Total
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Attitude toward Handicappers Hiring													
Hire them if they are the most qualified	58	72	17	21	6	7	.	.	.	.	81	100	1.4
Find appropriate tasks for handicappers	18	24	23	31	23	31	8	11	2	3	74	100	2.4
Subject to same hiring procedures	59	70	19	23	2	2	4	5	.	.	84	100	1.4

Observations: Among surveyed school districts, handicappers are hired if they are the most qualified applicants. When applying for job openings with surveyed employers, handicappers are expected to follow regular interviewing and hiring procedures. Almost always (55%), special efforts are made to find appropriate assignments for handicappers.

How many handicappers were hired by your school district last year (1988-89), and how many do you expect to hire this year (1989-90)? Responses are listed by EMPLOYER CATEGORY.

	Handicappers Hired Last Year		Handicappers Hired This Year	
	Number of Employers	Total Hired	Number of Employers	Total Hired
School Type				
Rural	15	1	8	0
Urban	39	85	15	23
Suburban	27	25	12	17
Overall Totals	81	111	35	40

Observations: Among surveyed school districts last year, 111 handicappers were hired, an average of 1.3 each. This year, surveyed employers anticipate hiring an average of 1.1 each.

Urban school districts hired more handicappers per district (2.2 each).

Does your school district train new recruiters before they visit college and/or university campuses for interviewing? Responses are listed by EMPLOYER CATEGORY.

	Train New Recruiters before visiting			
	Yes		No	
	Number of Employers	Percent	Number of Employers	Percent
School Type				
Rural	5	42	7	58
Urban	25	63	15	38
Suburban	21	72	8	28
Overall Totals	51	63	30	37

Observations: Training of new recruiters before they visit college and university campuses for interviewing is accomplisned by **63% of surveyed school districts. The highest percentage of training is provided by suburban school districts (72%) and urban districts (63%). Of rural district, 42% provide recruiter training prior to campus visits.**

Which of the following recruiter training programs are provided by your school district before new recruiters visit college and/or university campuses?

	Response Categories												
	Always		Almost Always		Some-times		Seldom		Never		Total Response		Total
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Recruiter Training													
General training by coll. relation staff	6	14	1	2	7	16	11	25	19	43	44	100	3.8
On-the-job training with recruiters	20	40	17	34	10	20	1	2	2	4	50	100	2.0
Practice interviewing	16	34	10	21	12	26	7	15	2	4	47	100	2.3
Understand hiring quotas	17	35	13	27	9	19	1	2	8	17	48	100	2.4
Develop profile of a qualified applicant	21	43	17	35	7	14	2	4	2	4	49	100	1.9
Legality of interviewing questions	41	79	9	17	2	4	.	.	.	.	52	100	1.3
EEO regulations	28	58	10	21	5	10	1	2	4	8	48	100	1.8
Questioning & interviewing techniques	29	58	16	32	5	10	.	.	.	.	50	100	1.5
Review data of job market trends	16	33	14	29	13	27	4	8	2	4	49	100	2.2
Sensitivity training	6	13	9	19	11	23	8	17	13	28	47	100	3.5
Resume interpretation	19	39	13	27	10	20	4	8	3	6	49	100	2.2

Observations: School districts most often provide recruiter training programs featuring information on legality of interviewing questions, questioning and interviewing techniques, development of a profile for qualified applicants, on-the-job training with another recruiter, review of data on supply/demand and job market trends, resume/ application interpretation, practice interviewing, and an understanding of hiring quotas.

Does your school district certify staff personnel as prepared to recruit on campuses? Responses are listed by EMPLOYER CATEGORY.

	Certify Staff as Recruiters			
	Yes		No	
	Number of Employers	Percent	Number of Employers	Percent
School Type				
Rural	.	.	11	100
Urban	7	19	30	81
Suburban	3	11	24	89
Overall Totals	10	13	65	87

Observations: School districts seldom (13%) certify staff personnel as recruiters before they visit colleges and universities.

How many total hours of training on the average are provided by your school district to new recruiters before they are allowed to interview on college campuses? Responses are listed by EMPLOYER CATEGORY.

	Train New Recruiters	
	Number of Employers	Average Total Hours
School Type		
Rural	7	3
Urban	26	8
Suburban	24	10
Overall Totals	57	8

Observations: An average of 8 hours of training is provided by surveyed employers to new recruiters before they are allowed to interview on college campuses.

On the average, approximately how many hours of training per week (excluding on-the-job training) will new teacher education hires receive during the initial six (6) months on the job in your school district?

	Train New Teachers the First 6 Months	
	Number of Employers	Average Hrs Weekly
School Type		
Rural	14	10.1
Urban	36	16.8
Suburban	24	13.2
Overall Totals	74	14.4

Observations: An the average, new teacher education graduates hired by surveyed employers will receive an average of 14.4 hours of training per week (excluding on-the-job training) during the first six months on the job. More hours of training are provided by urban school districts (16.8 hours) per week.

Does your school district utilize the following preemployment checks when considering new teacher education graduates for employment?

	Response categories												
	Always		Almost Always		Some-times		Seldom		Never		Total Response		Tot-al
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Information obtained when hiring													
History of criminal convitions	58	66	3	3	8	9	6	7	13	15	88	100	2.0
History of excessive alcohol use	22	26	6	7	11	13	13	15	33	39	85	100	3.3
Record of drug abuse	27	32	6	7	9	14	12	14	30	36	84	100	3.1
Involvement in litigations	14	16	4	5	16	18	13	15	41	47	88	100	3.7
Lie detector tests	.	.	.	.	1	1	3	3	84	95	88	100	4.9
Psychological tests	2	2	.	.	2	2	4	5	77	91	85	100	4.8
Aptitude tests	5	6	2	2	7	8	6	7	66	77	86	100	4.5
Security clearance checks	10	11	.	.	7	8	7	8	64	73	88	100	4.3
National Teachers Exam	16	22	3	4	9	12	7	10	38	52	73	100	3.7
State test for teacher competency	24	34	2	3	2	3	3	4	39	56	70	100	3.4

Observations: According to surveyed school districts, information on a history of criminal convictions is almost always used when considering new teacher education graduates for employment. Sometimes used are a record of drug abuse, state competency tests, and a history of excessive alcohol use. Seldom used are information about involvement in excessive litigations, the National Teachers Exam, and security clearance checks. Almost never used are aptitude tests, psychological tests or lie detector tests.

Where can undergraduate students (freshmen and sophomores) get the best advice about potential career opportunities in education?

	Response Categories												
	Always		Almost Always		Some-times		Seldom		Never		Total Response		Total
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Advice on career opportunities													
Faculty	12	15	14	18	44	56	7	9	1	1	78	100	2.6
Academic advisors	12	16	15	20	37	50	10	14	.	.	74	100	2.6
Career planning staff	24	31	30	39	19	25	4	5	.	.	77	100	2.0
Placement office staff	29	37	30	38	19	24	1	1	.	.	79	100	1.9
Parents	4	5	7	9	44	59	17	23	3	4	75	100	3.1
Current employees of your org.	23	29	31	39	23	29	1	1	2	3	80	100	2.1

Observations: According to surveyed school districts college freshmen and sophomores can get the best advice about potential career opportunities in education from college placement personnel and career planning counselors. Also recommended as almost always reliable were current employees of a school district. College faculty, academic advisors, and parents were identified as "sometimes" being good sources of career information.

What changes do you foresee during the next five (5) years that will influence the qualifications needed in new teacher education graduates hired by your school district?

Observations: Changes foreseen during the next five years by school districts that will influence qualifications needed in new teacher education graduates include more emphasis on technology and computer skills, greater emphasis on at-risk students, and a stronger academic program, according to surveyed employers.

A stronger push for "accountability" is being voiced by state legislators and parents. More legislation is being passed by many state legislations that requires education of at-risk student, maximizes dropout prevention, and establishes high school graduation requirements.

An increase in special education programs required by state legislatures and necessitating more special education teachers and especially speech therapists is occurring. Thus, demand has increased for speech therapists and teachers of the learning disabled, emotionally disturbed, and mentally handicapped. Also receiving legislative attention is the requirement that special education youngsters be placed in the least restrictive environment and that these individuals receive an inclusive education (mainstreaming).

More emphasis on technology and computer skills will be needed to integrate computers into all curricular areas. According to surveyed employers, computers in each classroom will be a fact of life within the near future.

More appropriation of public funds will be forthcoming to pay for education of all 4-year olds to attend school. At the same time, a shortage of early childhood, kindergarten, and first grade teachers is expected to affect the quality of education received by these young children.

More specialization of middle school studies will require special certification for teaching at that level. Additional efforts will be required of employers to recruit teachers with special skills and abilities to teach students at this level (6-8 grade levels).

An increased focus on drugs, alcohol awareness, child abuse, teenage pregnancy, and AIDS will require more professionals especially trained for this task. With the changing family structure (more divorces, more single parent homes, and more homes with both parents working), educational systems are facing more of society's ills, and more utilization of community agencies is expected.

Added need for bilingual teachers (i.e. Spanish/English, etc.) will be critical. The influx of Cambodians, Vietnameses, Haitian, Creole, and other displaced persons continues, so more teachers of English as a second language (TESOL) will be needed, especially those people trained specifically to deal with these populations.

Sophistication in multi-cultural, multi-ethnic sensititivity will be necessary. And versatility in teachers will be expected. Mobility of people from one geographical area of the country to another, or from another country to the United States, will cause changes in the school systems. Another factor will be the increase percentage of population representing minority groups (i.e. Blacks, Hispanics, Asians, etc.).

Five-year teacher education programs are another factor expected to influence educational systems within the near future. In the State of Tennessee, for instance, most colleges and universities have five-year programs, with the fifth year spent in the classroom. Some graduates of these programs have already been hired by local school districts in Tennessee. These programs are expected to negatively influence the supply of new teacher education graduates, since it will take five years of college rather than four to become employed, but the quality of new graduates is expected to increase.

Certification testing will be required by more states and quite possibly a national certification exam will be required. One respondent alluded to "overkill" among state certification agencies when attempting to insure that all teacher education graduates are qualified applicants for teaching positions. Quite possibly, according to this employer, the exams might not be worth the effort. In addition, changes in state rules and regulations pertaining to certification are occurring at a very rapid rate. And more school districts are requiring one subject area major and at least one minor of all teachers hired by their districts. All these factors are keeping school personnel administrators quite busy.

What do you consider as the single most persistent problem when recruiting new teacher education graduates for employment in your school district?

Observations: Several problems are most persistent ones when recruiting new teacher education graduates for employment in school districts, according to surveyed employers.

Minority applicants are few and far between, according to 22 surveyed employers. Especially needed as role models are Black and Hispanics teachers for all K-12 academic programs. The shortage of minority applicants is compounded by not knowing the school district's needs for new teachers in time to offer employment especially to minority teachers. The objective of these districts is diversification.

Talented teachers (those who interview well) are unwilling to accept a position with some school districts. Applicants are unwilling to sign contracts at the interviewing time. Some districts are experiencing new teachers failing to show up for the first day of school, and after failing to let the district know, they are going to teach in another school system.

Other teacher candidates are so very anxious to get a job that they often sign with the first offer. This is a problem for a few large school districts, since they are usually not able to select staff as quickly as smaller districts.

High demand majors are difficult to recruit-- too few graduates are available positions. Included in this category are bilingual, special education, mathematics, and sciences teachers; physical therapists; speech correctionists; school psychologists or diagnosticians; and minority teachers. In some geographical locations, employers report that they are lowering their standards in order to meet the demand.

Teaching fields with low market demand and an oversupply of applicants are industrial arts, home economics, physical education, and art, according to surveyed employers.

Motivation of students to carry out assignments and to control behavior is an ability needed in all teacher applicants.

Competitive starting salaries and fringe benefits are lacking in some school districts. Top quality applicants are not attracted to poorer paying areas. Employers attribute this situation to limited financial resources, and they expect this to become a greater problem when fewer local people are entering the teaching profession, because teachers' salaries will be competing with the "good life."

Some facilities for very specific teaching areas within some districts are not ideal at present, and this is discouraging new college graduates. These districts are having difficulty filling specific positions (i.e. sciences, computer sciences, etc.).

Geographical locations of some school districts (large urban, high minority settings; small size, rural locations; etc.) are causing recuitment headaches. Relocation of out-of-state staff is difficult! For urban areas, too few applicants are willing to teach there. For out-of-state locations, getting applicants to the location for interviews was noted as a problem. Employers suggested that applicants need to be flexible about new geographical areas. They recommended thorough research and a comparison of different parts of the country before making a commitment.

Too few high quality candidates available and certified in the subject areas most needed. Compounding this problem is an expectation of parents that teachers have personality, human relations skills, and a depth of knowledge. Many applicants do not meet the minimum standards of these districts. In the words of one employer: "There is a whole lot of weeding out to be done."

Getting an accurate picture of the skills applicants bring to a new position poses another problem. Grades seem to be a poor indicator of skills, although many have very poor grade point averages. Neither are student teaching reports discerning about strengths and weaknesses. As reported by these employers, many student teaching reports say little, and many convey little regarding minimal skills and abilities.

The supply of new education graduates is dwindling, according to three school representatives. Only one (1) respondent complained of too many excellent candidates and not enough jobs!

There is a shortage of male candidates at the elementary level, according to two (2) respondents. As role models, young boys need excellent male teachers. A sufficient supply is not available.

An unwillingness to learn or be trained is prevalent in numerous new teacher education graduates, according to two respondents. And a lack of understanding or unwillingness to work with reluctant learners is another problem.

Inadequate preparation for teaching was noted as a problem by fifteen (15) employers. Insufficient knowledge of academic disciplines was identified by two (2) employers, and other problem areas noted by surveyed employers included the following: classroom organizational skills, too few on-site or clinical experiences during training, techniques for helping withdrawn and/or apathetic students, and new teaching strategies. For some, more specialized training in current methods of working with handicapped students was recommended.

The list continued with the need for more reading and computer skills training, background in school improvement, effective learning (ITIP), cooperative learning, literature based reading, integrated language arts, use of word processing, new definition of reading, geography in social studies, mental and sexual abuse, and drug education.

New certification regulations are causing difficulty for many school districts that recruit out-of-state candidates. For instance, Colorado has no reciprocity with any state when issuing teaching certificates, and according to one employer, "we should have." Getting teaching applicants licensed and certified in a new state is filled with delays and problems, and scheduling of required competency tests is laborious. Just keeping up-to-date with changing

certification requirements is a major task, and many employers recommended certification to teach in more than one subject area.

Coaching and extra-curricular interests appeal to many employers when recruiting new staff. Finding applicants with experience and interests in these areas is challenging, and the potential requirement for coaching endorsements on teaching certificates would compound this problem.

Some new teacher education graduates need training in interviewing techniques. A few talented new graduates interview so poorly that employers are really torn between taking a risk and developing the talent, or not hiring them.

Another complaint of two (2) employers was the slow flow of required pre-employment documents (i.e. official transcripts, references, credential files, and testing).

Based upon your knowledge and experiences, what will be the availability of employment opportunities for new teacher education graduates this year (1989-90) in each of the following? Responses are listed for each GEOGRAPHICAL REGION.

	Job Market Conditions This Year												
	Very High Availability		High Availability		Medium Availability		Low Availability		Very Low Availability		Total Response		Total
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Geographical regions													
Own school district	12	16	22	30	24	32	15	20	1	1	74	100	2.61
Adjacent school district	7	10	15	22	27	40	17	25	1	1	67	100	2.85
School district of your own state	4	6	16	25	33	52	11	17	.	.	64	100	2.80
Northeast	2	8	5	21	8	33	9	38	.	.	24	100	3.00
Southeast	3	10	12	41	10	34	4	14	.	.	29	100	2.52
Northcentral	2	4	6	13	25	56	11	24	1	2	45	100	3.07
Southcentral	4	15	10	37	7	26	3	11	3	11	27	100	2.67
Northwest	3	12	3	12	13	52	4	16	2	8	25	100	2.96
Southwest	10	34	5	17	10	34	2	7	2	7	29	100	2.34

Observations: According to surveyed employers reporting on the basis of their knowledge and experiences, availability of employment opportunities for new teacher education graduates this year will be greatest in the southcentral (52%), the southwestern (51%), and southeastern (51%) regions of the United States. Next on the list of best availability were the northeastern region (29%), the northwestern region (24%), and the northcentral region (17%).

Does your school district require testing of new hires for the following?

	Existence of Testing Programs										
	Always		Some-times		Seldom		Never		Total Response		Tot-al
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
Types of testing required for new hires											
Drug use	2	2	1	1	4	4	83	92	90	100	4.8
AIDS	1	1	.	.	2	2	87	97	90	100	4.9
Alcohol level	1	1	1	1	2	2	86	96	90	100	4.9

Observations: According to school districts responding to this survey, drug testing of new teacher education graduates was required by 3% last year. AIDS testing was required by 1% of the employers responding, and testing for alcohol levels was required by only 2%.

If your school district does not presently screen job applicants for the following, do you expect to initiate a testing program?

	Timetable												
	Within One Year		Within Two Years		Within Five Years		Not Likely		Do Not Know		Total Response		Tot-al
	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	N	PCTN	MEAN
When to start screening job applicants													
Drug use	1	1	1	1	11	13	33	39	38	45	84	100	4.3
AIDS	.	.	2	2	4	5	41	48	39	45	86	100	4.4
Alcohol level	.	.	1	1	5	6	41	48	38	45	85	100	4.4

Observations: Of the school districts that do not currently screen job applicants for drug use, AIDS, or alcohol levels, only 1% expect to initiate a testing program within the next year, and drug testing will be the only new item. Within two years, only small percentage of surveyed employers expect to initiate new testing programs for drugs (1%), AIDS (2%), and alcohol levels (1%). Within five years, 13% expect drug testing, 5% expect AIDS testing, and 6% expect testing for alcohol levels in job applicants.

EMPLOYERS RESPONDING TO RECRUITING TRENDS 1989-90

-A-

3M Company
A L Williams
ACCO Controls Group
ADM Company
Alcoa
Aetna Life & Casualty
Agway, Inc.
Algonac Community Schools
Allied Bendix Aero
Allied Signal-Autolite
American Appraisal
American Medical Service
American Electric Power
American Cafe
American College Testing
Amoco Corporation
Amoco Research Center
Analog Devices, Inc.
Anchor Savings Bank
Andersen Consulting
Arthur Andersen & Company
Ashland Chemical
AT&T Network Systems
Aurora Public Schools
Austin ISD
Automated Analysis

-B-

B F Goodrich Chem Company
Babcock & Wilcox Company
Badger Engineers, Inc.
Baker Hughes, Inc.
Ball Corporation
Baltimore City Public Schools
Barnett Banks, Inc.
Barton Aschmann
BASF Corporation, Fibers Div.
BASF Corporation Chem Division
Baxter Health Care
Bay City Public Schools
BDO Seidman
Beacon Hotel Company
Beaverton School District
Becton Dickinson
Beech Aircraft
Belk Stores Service
Bell Telephone
Bendix/Oceanics Division
BGT Landscape Company
Bill Knapps
Birmingham School District
Bloomfield Hills School Dist
Blue Cross-Iowa
Bocknek, Berger, & Ghersi
Boeing Company
Boise Cascade Timber
Bordener & Associates
BP America, Inc.
Broward County Schools
Brown Shoe Company
Brown Bro Harriman
Brown & Root Company
Buffalo Forge
Burgess & Niple LTD
Burke Marketing Research
Burr-Brown Corporation

-C-

Cahill-Stone, Inc.
C A Muer Corporation
Cardiac Pacemakers
Carolina Telephone
Carrier Corporation
Carstab Products
Carter Hawley Hale
Caterpillar
CDI Transportation
Cedar Point
Centennial Group
Centerior Energy
Centinela Valley School Dist
Central Illinois Public
Champion International
Chemineer, Inc.
Chevron Corporation
Chicago Rawhide Mfg.
Christina School District
Chrysler Corporation
CIBA Corning
Cincinnati Gas & Electric
City of Highland Park
Clovis School District
Collier County Public Schools
Col. Williamsburg Foundation
Columbia Gas Dist.
Combustion Engine

Comerica, Inc.
Compaq Computer
Comptrol of Currency
Conoco, Inc.
Consumers Power Company
Continental Bank
Cooker Restaurant Corporation
Corning Glass Works
Courtyard-Marriott
Covert Public Schools
Cozad City Schools
Creative Solutions
CRS Sirrine, Inc.
CTI

-D-

Dart Container
Dayton Hudson
Deer & Company
Defense Contract Auditors
Denver Public Schools
Department of Commerce
Detroit Edison Company
Detroit City Personnel
Disneyland
Donnelly Corporation
Dow Chemical, USA
Duluth ISD

-E-

Eagle Electric Manufacturing
East Grand Rapids Public Sch.
Eau Claire Public Schools
ECS Composites
Eddie Bauer, Inc.
Edwards Brothers
E G & G Energy
EI Dupont De Nemour
Electric Apparatus
Electronic Data Systems
El Paso School District
Equitable Financial
Erie Insurance Group
Ernst Young
ESCO Corporation
Evansville-Vanderbur
Exxon Corporation

-F-

F B I
Fairmont Builders
Family Buggy Restaurant
Famous-Barr Company
Farm Credit Services
Federal Reserve Bank
Fiber Technology
Fieldcrest Mills, Inc.
First Source Bank
First Union National Bank
First Wachovia
First Bank System
Fisher Big Wheel
Fleetwood Enterprises
FMC Corporation
Ford Motor Sales Opr.
Ford New Holland
Ford Motor Company
Ford Electric & Refrid.
Formation, Inc.
Freeport-McMoran
Frito Lay, Inc.

-G-

GTE Corporation
Gallup-McKenley
General Electric
General Public Utility Svc.Co.
General Atomics
General Mills, Inc.
General Dynamics
General Motors Corporation
General Foods Corporation
Geological Survey
Georgetown Board of Educ.
Gold Kist, Inc.
Golva Public Schools
Goodyear Tire & Rubber
Green Bay Area Schools
Greensville County Public Schs
Greenwich Board of Educ.
Ground Round

-H-

H B Fuller Company
Hamilton Tech, Inc.
Hamilton Township Pub. Sch.
Hanson Engineers
Harford County Pub. Sch.
Harris Corporation RF Comm
HDS Services
Health Techna
HEB Grocery Company
Hendrix & Dail, Inc.

Herman & MacLean, PC
Hewlett Packard
Hillman Community Schools
Hills Brothers Coffee
Hilton Hotel Corporation
Hoechst-Clenese
HON Industries
Hyatt Hotel Corporation
Hyde Athletic Industries
Hygrade Food Products

-I-

IBM Corporation
IBP, Inc.
Illinois Depart of Transp
Inacomp Computer Center
Industrial Risk Insurer
Industrial Service Tech
Ingham County Coop Extension
Ingham ISD
Insurance Service Office
Interlochen Arts Academy
Internal Revenue Service
ITW HI Cone

-J-

J B Hunt Transport
J R Simplot Company
J. Stouffer & Associates
James River Corporation
JC Penney Company, Inc.
Jervis B. Webb Company
John Hancock Mutual
Johns Hopkins AP PHY
Johnson Controls
Johnson & Johnson
Jordan School District

-K-

Kalamazoo Public Schools
Kansas City Public Schools
Kern High School District
Kentucky Utilities
Kentucky Power Company
Kids Mart

-L-

La Senorita Mexican Restaurant
Lake Forest Health
Lake Forest School District
Lakeview School District
Lakewood Public Schools
Land and Plant
Lansmont Corporation
Las Cruces School District
Laventhol & Horwath
Lehn & Fink
Levy Restaurants, The
Liberty Mutual Insurance
Lincoln Consolidated Schools
Livingston County Soil
LNR Comm Corporation
Lovebox Company, Inc.
Lyle B. Hepfer & Company

-M-

Madison Metro School Dist.
Mannesmann Demag
Manteq
Marine Midland Bank
Marriott Corporation
Marshall Fields & Company
Mason City Community Schools
Mazda of North America
McAllen IDS
McDermott, Inc.
McDonnell Douglas
MCI
McMahon & McDonald
McQuay-Perfex, Inc.
Mears Engineering
Medical Center Hospital
Memphis City Schools
Michigan City Schools
Michigan Insurance Bureau
Michigan Sane/Freeze
Michigan Lodging Association
Michigan State Police
Midland National Bank
Millard Public Schools
Milwaukee County
Minnesota Power
Missouri Highway & Transp
MLX Corporation
Mobil Oil Corporation
Monroe Public Schools
Monsanto
Montgomery County Pub Schs.
Moore Business Forms
Moore Living Centers
Morrison's Specialty
Morton Salt
MSU Comm Early Childhood
Muskegon County
Muskegon Public Schools

-N-

Natl Fed of Federal Employees
Nations Rctg. Coord.
Natwick Public Schools
Navistar International
NCR Corporation Worldwide Serv.
NCR Comten, Inc.
Neiman Marcus
Nelson Industries
Newhall School District
New Orleans Public Schools
New Penn Motor Express
New York State Insurance
New York State Transportation
Norfolk City Schools
Norfolk Naval Ship
Norfolk Southern Company
North Illinois Gas Company
Northrup King
Northville Lumber Company
Northwestern Mutual
Noxell Corporation

-O-

Oak Park School District
Occidental Chemical
Office Auditor General
Old Kent Bank
Olde Discount Stock
Olin Defense Systems
Olofsson Corporation
Orange County Public Schools
Otsego Public Schools
Owens Corning Fiber
Owosso Public Schools

-P-

Paragon Restaurant
Parker & Amchem
Parker Unified Sch. Dist.
Peat Marwick
Penn Department of Transp.
Penn Power Light Company
Pennsylvania Dept of Trans.
Pennsylvania Electric Company
Penn State Civil Service
Petoskey Public Schools
Phillip Morris
Phillips Academy
Phillips Petroleum
Piccadilly Cafe
Pillsbury
Plante & Moran
Plaquemines Parish
Playtex Family Products
Pontiac School District
Princeton High School
Printpack, Inc.
Proctor & Gamble
Prudential Financial Services
Public Service-Indiana
Pueblo School District
Pulte Home Corporation

-Q-

Quaker Oats
Quantum Chemical
Quest Software

-R-

R R Donnelley & Sons
R J Reynolds Tobacco
Rapid City Area Schools
Ravenswood City ESD
Residence Inn
Retirement Services
Riley Consolidated
Robertson Brothers
Rochester City School District
Rochester Community Schools
Rockwell International
Rose City Area Schools
Ryan Homes, Inc.

-S-

Saginaw Schools
San Felipe Del Rio Sch. Dist.
Santa Ana USD
Saginaw Steering Gear
School District of Beloit
Schippers Kintner RO
Schlumberger
Schulers Restaurant
Scientific Calc, Inc.
Scott Paper Company
S C School for the Deaf
Scranton School District
Sealright Company, Inc.
Sears, Roebuck & Company
Seattle First National Bank
Shaker Heights School Dist.

Shaw Industries
Shelvin Financial
Shemin Nurseries
Sheraton Corporation
Shopko Stores, Inc.
Signet Bank Corporation
Singer-Kearfott Division
Sious City CSD
Skandia Landscaping
Sky Light Inns, Inc.
Slakey Brothers, Inc.
Snap-On-Tools
Southwestern Bell
Sparton Electronics
Spectra-Physics
Spinakers Restaurants
Springs Industries
SPS Technologies
Square D Company
St. John's Children's Home
St. John Hospital
St. Paul Public Schools
Stambaugh Thompson
Star-Tex
Stouffer Hotels
Stouffer Restaurant Company
Strawbridge Clothier

-T-

Taco Bell
Technical Recruiter
Teknor Apex Company
Texas Instruments
The Flexible Corporation
Thermotron Industries
Throkol Corporation
Toledo Public Schools
Topeka Shawnee Sch. Dist.
Torrington Company
Total Petroleum
Touche Ross & Company
Travelers Insurance Company
Troy School District
Turner Corporation

-U-

Union Carbide Corporation
Union National Bank
Union Federal Savings
Union Electric Company
Union Rock & Materials
Union Bank
Uniroyal Goodrich
UNISYS Corporation
US Air Force
US Bureau of Census
US General Service Admin
US Marine Corps
US Department of Justice
USF&G
US Navy
United Technologies
Upshur County School District
Utica Community Schools

-V-

Valley National Bank
Vanity Fair Mills
Veterans Admin Ct Of
Veterans Admin Med
Vidosh, Inc.
Virginia Department of Trans
Volkswagen of America

-W-

Wallick Company
Walt Disney World Company
Washtenaw County Roads
Waterford Schools
Watervliet Public Schools
Waukegan Comm UDS
Waverly Schools
Wes Laco IDS
West Branch/Rose City Schools
West Penn Power Company
Western Publishing
Westinghouse Electric
Weyerhaeuser Company
Whirlpool Corporation
Wildwood Beverage
Wilmington Trust
Winkelman's Stores

-X-

Xilinx
Xontech

-Y-

York International Corporation

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